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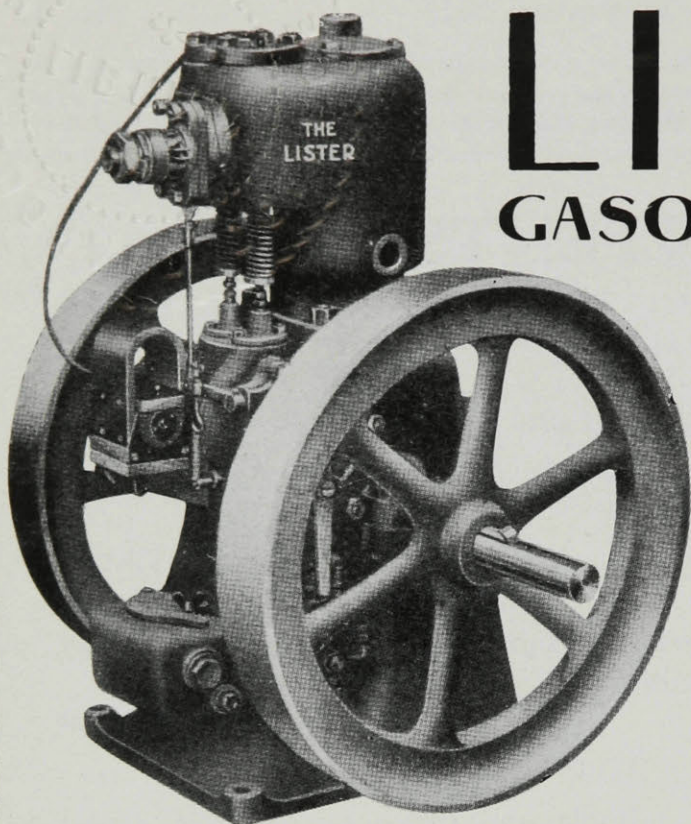
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Civil Prisoner of War, in Germany:

LOCHHEAD, Dr. A. Grant, Ruhleben Camp, Spandau, Berlin, Germany.

Kindly advise the Principal, Macdonald College, P.Q., of any additions to the above list, of any corrections, or of the numbers and units in cases where the same are wanting.

Light and Colour.

By Mr. P. A. Boving, B.S.A., Lecturer in Cereal Husbandry.



IT is something like twenty-five years since the famous Swedish author, August Strindberg, threw up the question whether the brilliant colours of the flowers, now generally considered as means of enticement for bees and butterflies, really have any object at all. "We see," said Strindberg, "how the trees assume their brightest colours in the fall, how their leaves at that time glitter in golden and crimson; and nobody can perceive that this brilliancy of colours is of any use to the trees. If, now, the autumnal crimson garb of the wild grape is meaningless, why believe in a purpose in regard to the blood-red colour-brilliancy of the poppy? Many plants do well enough without insects, and besides, is it not impractical on the part of the plants to make themselves dependent for their propagation on such fickle beings as, for instance, butterflies!"

Strindberg changed his opinion before he died, especially in regard to colours, and he knew, like many others, that the splendour of the fall leaves is not only a charm to our eye but also of use to the trees. The red pigment which appears in the cells of the leaves at this glorious time of the year enables the leaves to absorb the heat in a higher degree than they can possibly do when they are clothed in their usual green garb. If a green and a red leaf are simultaneously exposed to the sun, or to some other source of light, the higher temperature of the red leaf—which often amounts to several degrees—can easily be measured through the application of suitable thermometers. In the fall, when the

temperature becomes cooler, this increase of the heat-absorbing power is particularly welcome as it facilitates the processes of assimilation. The green leaves of the trees, which during the summer have gathered power from the rays of the sun to convert the carbon dioxide of the air into starch, sugar and proteids, prepare themselves in the fall to die and disappear. But before going into oblivion they make a last effort to surrender to the branches and the trunk what substances they may still possess, and they make that wonderful change of colours just for this purpose.

In early spring, when the leaves burst their buds and the herbs sprout from the ground, the red tint is also very common among the plants. On closer examination one is surprised, in April and May, to find how many herbs, shrubs and trees really show a red tinge on their leaves and branches. The red pigment plays the same important part then as in the fall, i.e., it absorbs heat, causes an increase in the temperature of the young shoots and leaves, and enables them to grow quicker and live more intensely than the cool air of the spring would otherwise permit them to do. On the arrival of the summer the red pigment of the plants generally disappears in our latitudes, as during hot summer days special heating devices would be not only superfluous but absolutely injurious. But in arctic regions, for instance, on the Spitzbergen, where a day in July is as a cool April day with us, the vegetation shines during the whole summer in a colour scale that varies from brown and rust-red to blood-red and purple, for in the lands of

the midnight sun the plants simply have to make a special effort in order to absorb as much as possible of the amount of heat at their disposal.

It might seem as if the above related conditions were opposed to certain well-known facts, such as, for instance, the colouring of the human race. We all know that in warmer countries the skin of mankind has a decided tendency to turn red, brown and black, the same colours which in northern latitudes serve as heat accumulators. Among the peoples of the south one would rather expect a skin that might serve as a protection against heat, and for this purpose it would seem as if a clear white might be the most suitable colour. Such, however, is not the case, and this condition also has its scientific explanation. A dark skin, as a matter of fact, is a protection not against heat, but against the chemical rays of the sunlight, also called ultra-violet rays. These rays, though invisible to our eye, are of vital importance not only in photography, where they effect the decomposition of the bromide of silver on plates and printing papers, but to the medical profession and in the laboratory of nature as well.

That condition of the skin which we commonly call sunburn, and which in extreme cases evidences itself through inflammation, soreness and burning, is caused not by the heat (the dark rays) or by the visible rays of the sun, but by the just mentioned invisible ultra-violet rays. This view was expressed by the French doctor Charcot already in 1859, but its validity was experimentally proved before that time by the Swede Widmark whose investigations were later corroborated and completed by the Danish doctor Finsen, the renowned founder of the Danish Institute for healing by coloured light.

Finsen in one case painted a two inch

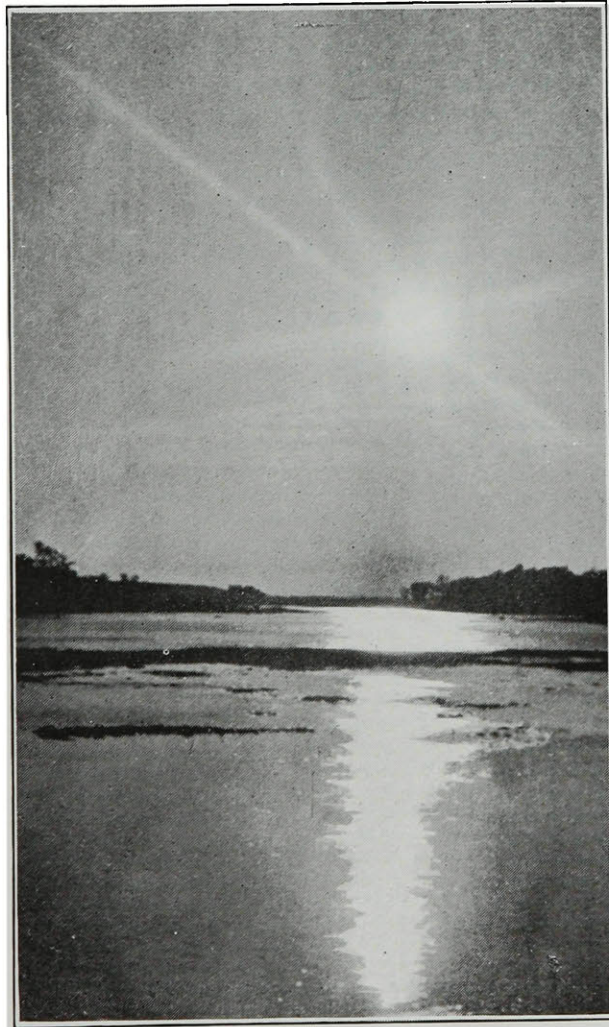
broad ring around his arm with India ink and exposed his arm during three hours to intense sunlight. When the ink was washed off, the skin on this ring showed entirely normal white colour, but on the other part of the arm the skin became red and inflamed. Later, when the inflammation passed, the unpainted part had acquired a brown tinge caused by the formation of a brown pigment through the activity of the ultra-violet rays. Finsen again exposed his arm to strong sunlight, this time without painting it, and the result of the second exposure was that the white part of the skin, which had been protected previously by the layer of India ink, became inflamed while the sunburnt part showed no change at all. The pigment which had been deposited in the under layer of the corium as small brown grains served the same purpose as the ink in preventing the ultra-violet rays from affecting the corium with its fine blood vessels and nerves.

The dark skin colour has nothing to do with a warm climate as such, but appears only in order to protect the organism against the ultra-violet rays whose action is much more intense in the tropics than in our latitudes. On the contrary, the dark colour actually causes a stronger heating of the skin; but the higher temperature is neutralized, in the case of coloured people, by their heavy perspiration.

From the fact that the ultra-violet rays are capable of causing inflammation, etc., in a healthy skin, Finsen concluded that they must exacerbate an inflammation already existing. As a matter of fact he proved that in the case of small-pox the suppuration is greatly increased through the action of the chemical rays. No suppuration occurred when the patients were protected against the effect of these rays,

the small-pox healed without leaving any scars, and the condition of the patients was generally improved. The simplest treatment would therefore be to place the small-pox sufferer in a dark room, but as this would be rather inconvenient, Finsen chose the course to exclude the ultra-violet rays by using window panes of red glass which permit only the innocuous red rays to enter. This cure has later been adopted in different countries, and the Finsen methods hold a high reputation among medical men.

However beneficial such red rooms are to the patients, they have one drawback: flowering plants cannot be grown to advantage in these sick-rooms, as the ultra-violet rays are of invaluable benefit to the formation of flowers. It sounds peculiar, but it is a fact, that the same rays which in the one case originate a nasty suppuration, form in the other case, i.e., in the leaves of the plants, those substances that give the charm to the rose and the fragrance to the violet.



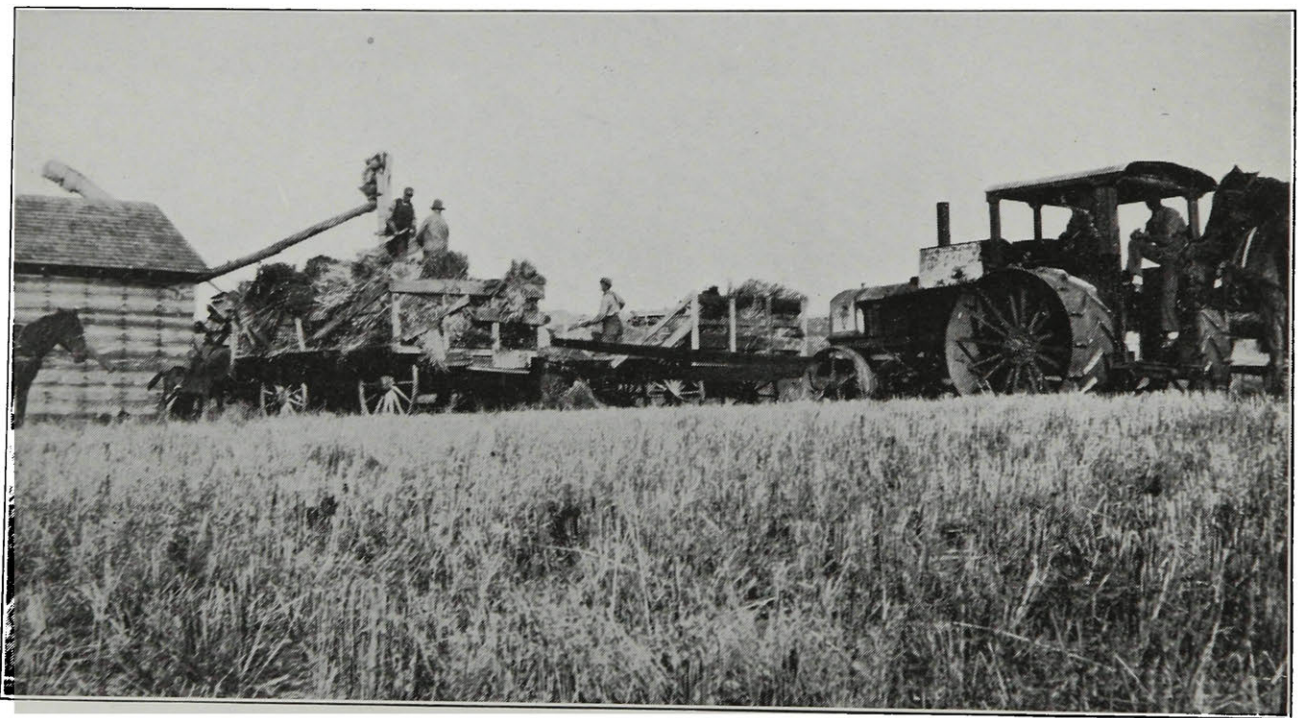
Looking down the river at sunrise. A view from a student's window.

Harvest Excursion, 1915.



A-A-LL ABOARD! Train going West!! Before the echo of these words had died away in the vast concourse of the C. P. R. Windsor Station, a train, consisting of seventeen cars and a caboose, slowly left its berth, carrying away to the West a truly cosmopolitan bunch of rough-necks. Those of them who were lucky enough to obtain seats in car 2654 were favoured with a vocal

stop was made to change engines, and to give the passengers a chance to get some lunch. These periodical stops served to relieve the monotony of the journey. Everybody turned out to see the girls, and try, if possible, to get a free meal. This free meal stunt was a favourite one. About fifty of us would go into the C.P.R. restaurant, and order up all they had on the bill of fare, but oftentimes they had to look for their bills, because before we



A popular Western Threshing Outfit complete. Note the long pipe to carry the grain direct to the granary and the funnel-like arrangement which can be seen over granary. The straw is blown out of this, thus saving a great deal of labour.

duet, which ended up with the words,—“We are, we are, M.A.C.!” Such was the start of a sixty-hour journey to Winnipeg.

To describe this journey in detail would be imposing upon the good nature of the proof reader, but nevertheless we will give you an inkling of what took place. The train travelled on an average twenty-five miles per hour. About every hundred and fifty miles a twenty-minute

would be finished the train would blow for us, and we would blow out for the train, leaving the proprietor whistling for his change.

But aside from this pathetic side of the journey the country we passed through was quite interesting, especially in Western Ontario, when we travelled for fifty miles along the shore of Lake Superior. To one who has never seen the sea, Lake Superior is a wonderful

sight—a vast stretch of water as far as the eye can reach. Winding in and out of the ragged cliffs, through tunnels and deep cuts, one becomes astonished at the wonderful feats of present day engineering. The climax of this beautiful scenery was the bold Thunder Cliff, which is a huge mass of rock, standing out conspicuously at the head of the Great Lakes. Here also are the Twin Cities of Port Arthur and Fort William, where we find the world-famous elevators through which pass the major portion of Canada's wheat crop. Twelve hours further from here found us in Winnipeg.

Although the trip was enjoyable in the extreme, we were heartily glad to get to Winnipeg. A shower and swim at the Y.M.C.A. renewed us considerably in body and mind. On looking around the city, one could not help but notice the exceptionally broad, clean streets, and the apparently perfect working jitney system.

On consulting a government official at Winnipeg, we were advised to go to Horizon, Sask., and were further directed to the Board of Trade building there. We travelled to Horizon by way of Moose Jaw and Weyburn, arriving there at one o'clock in the morning and experiencing a little difficulty in finding the town. The next morning, however, we saw that the town had but two houses, and we naturally asked ourselves—Where is the Board of Trade building? The country here was rolling prairie, quite different from the level stretches we saw coming from Winnipeg. That day we secured harvest work at three dollars a day and our whole board.

A very sociable German resident of the district kindly offered to drive us to our seats of labour on his way home. He did so, but on arrival at destination he demanded a fare of two dollars per

capita. This is but an example of the way they do people in the West.

Our first job was stooking, which lasted three weeks. This work was hard on clothes. After wearing out our overalls in front we reversed them and wore them out on the other side. Contrary to the general opinion in the East the stookers' day lasts ten hours. It might also be added that lunches are served in the field at 10 a.m. and 4 p.m. With a good even stand of wheat (30 bushels per acre) a fair day's work for one man is to stook twelve acres, which is about the same amount as an eight foot binder cuts in the same time. It should be remarked, however, that after this man has got a good supper tucked away beneath his belt, it does not take him long to "hit the hay."

In about ten days the shocks are dry and the grain is ready to be thrashed. Thrashing is even a busier time than stooking. Thrashers are ready to start work at daylight, and it is not uncommon to pitch sheaves by moonlight. The farmer is generally a good dietician and sees that his men get a bountiful supply of wholesome food. The only fault with him, however, in this respect, is that he is a little too anxious to see his men eat; or, in other words, he gives them three hearty meals a day and then wakes them up in the middle of the night for another—this is breakfast.

Thrashing is done in the field. Eight or ten teams bring sheaves to the mill. The daily output of an outfit is about fifteen hundred bushels. The grain is either thrashed directly into a portable granary, in the case of a well-to-do farmer, or when a farmer lives on credit, he has to dispose of his crop immediately, and then the grain is thrashed into a grain tank and hauled directly to the elevator, where he has to accept the price of a glutted market. The usual price for

thrashing wheat is twelve cents a bushel. The particular outfit we were on had a cook car and a caboose to sleep in, The entomologist—but we, fearful, will not dwell here long, but will hasten to describe the return trip.

Laden with a suitcase half full of appetizing eats (a gift of the farmer) we bade good bye to our pet gophers, and left the Golden West in order to get back to M.A.C. in time for initiation. The fields of waving wheat which we saw

going out were now represented by straw piles scattered here and there over the prairie. We made as direct connections as possible, arriving in Montreal six weeks after we set out. Apart from the financial side, the trip proved to be highly instructive and very interesting, so that we were not at all sorry the trip was undertaken.

WALTER N. JONES, '18.

G. DOUGLAS MATTHEWS, '18.



Where is the other horse?

THE MACDONALD COLLEGE MAGAZINE

"Mastery for Service."

Published by the Students.

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OCTOBER-NOVEMBER, 1915.

VOL. VI.

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EDITORIAL.

Once again it has been our pleasure to welcome students back to their Alma Mater, and to witness the advent of another freshman class. As has always been the case since freshman classes first came to Macdonald the sophomores have endeavoured to steer their less worldly-wise brethren in the "straight and nar-

row way," and to demonstrate to them some of the "ins and outs" of college life.

This initiation, the retaliation "scraps" between the sophomores and freshmen, and even Field Day itself have not gone off with their usual gusto. To be sure these have not been dead events. College and class spirit were in evidence; but

that sweeping enjoyment so characteristic of these events in former years was lacking.

A deep seriousness pervades student activities and pushes the trivialities of college life from the somewhat prominent place they once held. The minds of the students are preoccupied, not altogether by their studies, and not by student activities, but with the problems which are facing the world and the Empire to-day.

A deep feeling of duty spurs everyone on to do his best in whatever line of work he is following. The selfish aims and aspirations of classes and students are being swept aside by a spirit for service fostered by the deep-rooted interest we have in the present national and world problems. To be of most service both during our college course and afterwards it is necessary that we master our lessons as we go along. This moral purpose of "Mastery for Service" must permeate all our activities if we are to succeed; for without this determination, intellectual pursuit and the whole of college life would be hopelessly artificial.

It is difficult for us to realize the complexity of education, and to give each branch its share of attention. Too often our interest is won over to sports and we forget that hard, brain-sweating, truth-seeking scholarship is absolutely necessary for success in college. On the other hand, there is a danger of becoming too much absorbed in studies and books, even to such an extent that the purposeful, virile attitudes of college life are neglected. In all the work this year, in the tense, serious atmosphere which surrounds us, we must keep before us the fact that without combining these divisions of college life, that of scholarship with that of sport and society, we cannot work to the best advantage. The

purpose of college is to develop all sides of our lives; not only to enhance our scholarship, but to train us to be real, strong men.

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During the past year a copy of this MAGAZINE has been sent to every rural school in the Province. These copies are sent to the schools by the authorities of Macdonald College in order that the teacher and pupils may reap the benefit of their contents. The special purpose for which they are sent, free, to each school is that the teacher may make use of the section headed *Macdonald College Extension Work in Rural Schools*. This section is edited by the staff of the School for Teachers, and each article is written to aid the teacher in some phase of her work. The articles in the other sections will be, at least, of as much interest to the pupils as to the teacher, and it is the earnest wish of those connected with the MAGAZINE that the children be given every opportunity to read the articles.

The task of the editorial board is not light in so much that the articles must interest subscribers that have as widely varying interests as could be possible. Primarily, the MAGAZINE was the magazine of, for, and by the students. It still retains the *of* and *by*, but the word *for* now refers to prominent educationalists, business men, farmers, teachers, alumni, students, and last, but by no means least, the school children of the Province. It is difficult, as was said before, to produce articles that will be of interest to all readers, but we have tried to do our best to make them appeal to all. Although we have not succeeded, we hope to do better next time. We would appreciate any suggestions that anyone who is interested would care to make, for we know that those outside College precincts can analyze our efforts much

better than we can. We, therefore, welcome all assistance, and we trust that the teachers will be true to their trust by leaving the MAGAZINE where the pupils may have access to it.

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Some changes appear in the MAGAZINE this issue. We have new headings for School of Household Science and School for Teachers, and also a new heading, *Agriculture*. We are indebted to Miss Travers for the first named heading, to Miss Buzzell for that of the School for Teachers, and to Mr. G. B. Boving for the heading *Agriculture*. The latter heading changes the form of the MAGAZINE somewhat, and we hope the change meets with the approval of our readers.

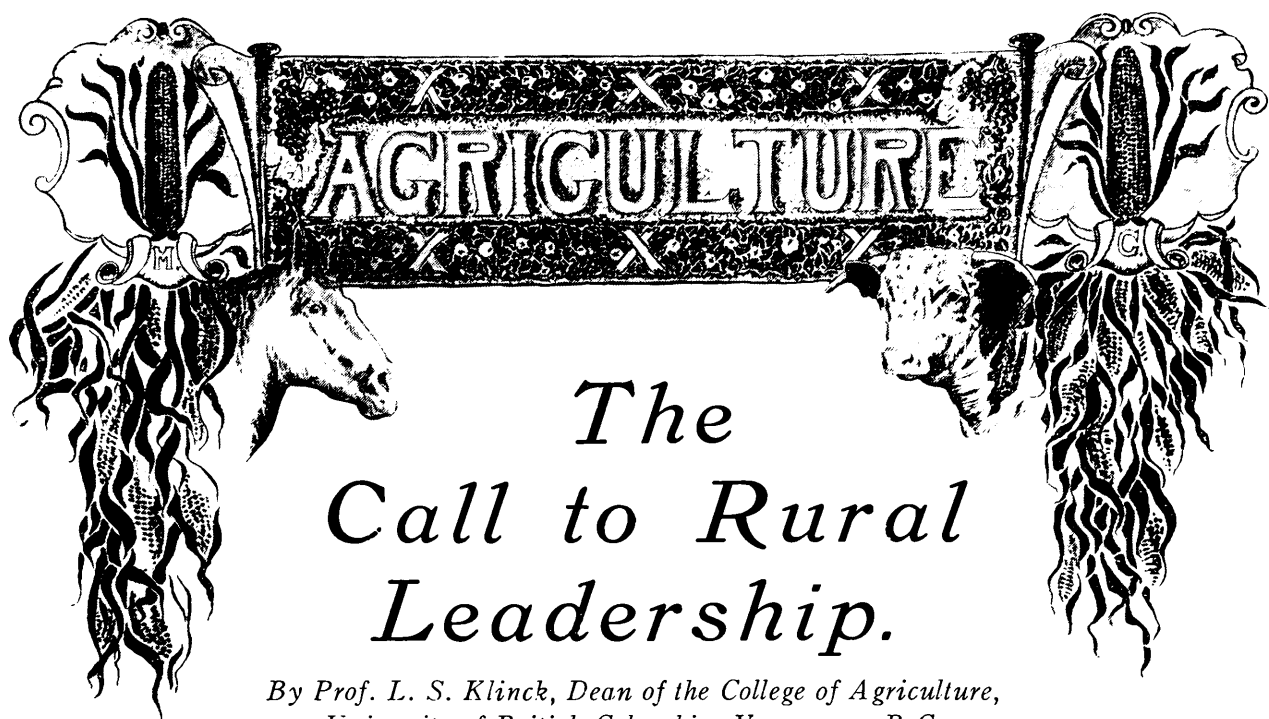
o o o

Just what we could do with a view to honouring those students, ex-students, graduates, staff and employees of the College who are now on active service, was a difficult problem to solve. We have at last decided that the least and at the same time the most we (as a Magazine Board) can do is to place, instead of the frontispiece on the first page, the complete list of enlistments. The names have been inserted alphabetically. We look on all as in the same rank now, as men, and have disregarded all civilian distinctions. It is impossible to do these men justice, but if we can feel that behind the apparently mechanical arrangement of names, there is a strong fellow feeling in the hearts of those who have placed them there, the proper and true bond will exist. Fellows at the front,—we honour you.

A little while we meet and then we part;
 Uncharted, east and west, our pathways
 start,
 A voice within the night shall bid us
 wake
 With time of brief farewell for old love's
 sake.
 East and west we go, where sky to earth
 rim bends,
 And neither knows where his long
 journey ends.

Yet nought there is in earth, in star, in
 sea,
 In that dim void of hushed eternity,
 In logic's proof, in sage's teeming brain,
 In cynic's grin, in poet's sad refrain,
 To blight my faith that we who loved as
 men
 Sometime, somewhere, as friends shall
 meet again.

—Argosy.



LEADERSHIP is the determining factor in rural development. Every community that has risen above the commonplace has attained its position and influence as the result of the efficient leadership of one or more individuals. The character of a community is determined largely by the nature of its leadership.

With the increasing complexity of rural organization, there is a growing tendency to specialize in distinct lines of community service. This is imperative if the most effective service is to be rendered; but at the same time the leaders in the different fields of endeavor must familiarize themselves with the main features of other lines of rural work in order to avoid unnecessary duplication and to correlate their efforts with those of other workers in the same local field.

Ministers, teachers and extension workers are the natural leaders in the open country. For this leadership special training is necessary. At present this training is not required of any of the above classes in anything like the

measure its importance warrants. As a rule, it is not until the recent graduate enters upon his new duties that he discovers that his college course either did not include, or else was lamentably weak in one or more of the subjects he now finds to be fundamental. He is quick to see that it is as necessary for him to know something of the psychology of the people with and for whom he is to work, as it is for a railroad contractor in a mountain section to know rock formations. While he may possess a good working knowledge of the problems confronting the rural population, he soon discovers that unless he has a sympathetic understanding of the people upon the land, his professional or technical knowledge cannot be used to the best advantage, and that he is seriously handicapped in his endeavour to render his constituents acceptable service.

From the point of view of many laymen, the rural pastor stands at the crux of the situation. He must, first of all, be a minister and a pastor. The minister who would assume the responsibilities of rural leadership must be an outstanding man in these respects.

McNutt expressed this idea admirably when he said: "Before a farmer can become a leader he must farm successfully; before a business man can win the respect of the business community he must be a business success; before a rural minister can become a leader he must be an efficient preacher and pastor."

The rural pastor need not know the details of the science of agriculture but he should know rural people. He should be a student of agricultural conditions, and, above all, be rural-minded. He should keep in touch with the teachers' training schools and with the extension department of the agricultural college, and so be in a better position to assist the young people under his charge in the choosing of their life work.

Rural education has not yet been adapted to the needs of rural life. The children in the country, no less than those in the city, are entitled to an education which is at once cultural and vocational. The present organization of our country schools precludes the possibility of doing this work as efficiently as it is at present being done in the city; but with the growth of the consolidation idea will come an increasingly urgent demand, not only for better school buildings and for equipment adequate to meet the needs of the situation, but designed as well to meet the social, intellectual and recreational requirements of the community.

Herein lies an especially attractive field for the rural-minded teacher—a field in which professional requirements and pecuniary remuneration will be as high as in town or city schools and in which the successful teacher will create for himself, or herself, through more intelligent leadership, ever-enlarging opportunities for acceptable community service.

The past decade has witnessed an almost phenomenal development in the growth of the extension movement. In no field has the rapid expansion of this work been more marked than in that of agricultural colleges and schools of household science. So insistent has been the call for graduates of these institutions that the demand has far exceeded the supply, with the result that the salaries offered have not infrequently been out of proportion to the services rendered. The responsibility for this condition must be borne by the colleges directly concerned. Leaders in agricultural education failed to anticipate the demand for trained leaders in this new movement and so were not prepared quickly to adjust their courses of training to the changing needs of the time.

In the early years of the extension movement the representatives soon discovered that they were attempting to draw the agricultural load with but one cylinder. During their college courses economical methods for increasing production has been stressed, but little or no attention had been directed to the solution of such pressing problems as marketing and co-operative organization. Obviously there was urgent need for the inclusion of rural economics in the curricula of the colleges, and as a result a response was made on the part of the more progressive institutions. Other closely-allied subjects have been added from time to time until now we find a few of the colleges, where extension work has been most highly organized, requiring all candidates for the degree in agriculture to take courses in rural economics, rural sociology and pedagogy.

This is as it should be. No movement can ever rise above the level of its leadership. Rising standards put increasing tasks upon untrained leaders to which many are unable to attain. Since

country people will no longer respond to untrained leadership, the successful rural leader must be a good social engineer.

The training of local men for local needs is no less essential than the training of leaders for larger units. The only force which can discover and develop local talent, and which can enlist its sustained sympathies, is local leadership. Local leaders are qualitative, not quantitative. Emergencies are always arising and these must be met in different ways. So long as a knowledge of local conditions is of value, so long will local leaders of vision be able most successfully to cope with them.

If leadership comes from without in the initial stages in local organization, the work should be outlined in close consultation with local leaders and local talent discovered, enlisted and trained to continue the work.

Whoever he is, or wherever he is found, the natural leader must be recognized and appealed to on the basis of his leadership. If he is the wrong type of man, but a born leader, his confidence must be won, not by complimenting him upon his work, but by appreciating his ability to lead men. To oppose him at first, or to antagonize him before anything constructive has been accomplished, is fatal. He must see that he can be a leader in things more worth while and still maintain his prestige.

Local leadership should be wrought out by popular control; but minority direction, under the men who stand first in point of leadership, conduces to wise, popular decisions. Election time is the poorest time to make a choice; then a mouse in the hay will stampede the elephant. If left to mere numbers, without wise direction, the crowd becomes a mob.

Leaders must be discovered for tasks and tasks must be discovered for leaders.

The wise rural leader will consider everybody as having potential leadership. This leadership he will catalogue and appraise and then, by a process of elimination, select those best qualified for the task to hand.

In addition to the difficulties arising from the personal equation, which are by no means confined to rural workers, the organization of forces in the country is rendered more difficult because of the sparseness of the population and the natural lines of cleavage which result in the formation of small social groups. This difficulty is increased by the fact that within each group some have their mirror turned to reflect the past, others have theirs set to reflect the future, while others hold to the things that are. Generalship of a high order is necessary to gain the sympathy and enlist the active co-operation of such widely-divergent interests.

The successful leader in any rural community therefore, be he pastor, teacher or extension worker, has a most inviting field and one which offers exceptional opportunities for rendering lasting service to the community and to the state. Nor will this service be an unappreciated or unremunerative one. The term "rural minister" has risen in popular appreciation during the past five years. People are now looking to the country pastor for direction in the solution of rural problems. The next decade will witness a corresponding increase in the appreciation accorded public and high school teachers who respond to the increasing demand for leadership. To the extension workers, who form the connecting link between the colleges and the great body of the people, the rural population is looking with receptive mind, ready to co-operate in any worthy movement which it has satisfied itself is being worthily led.

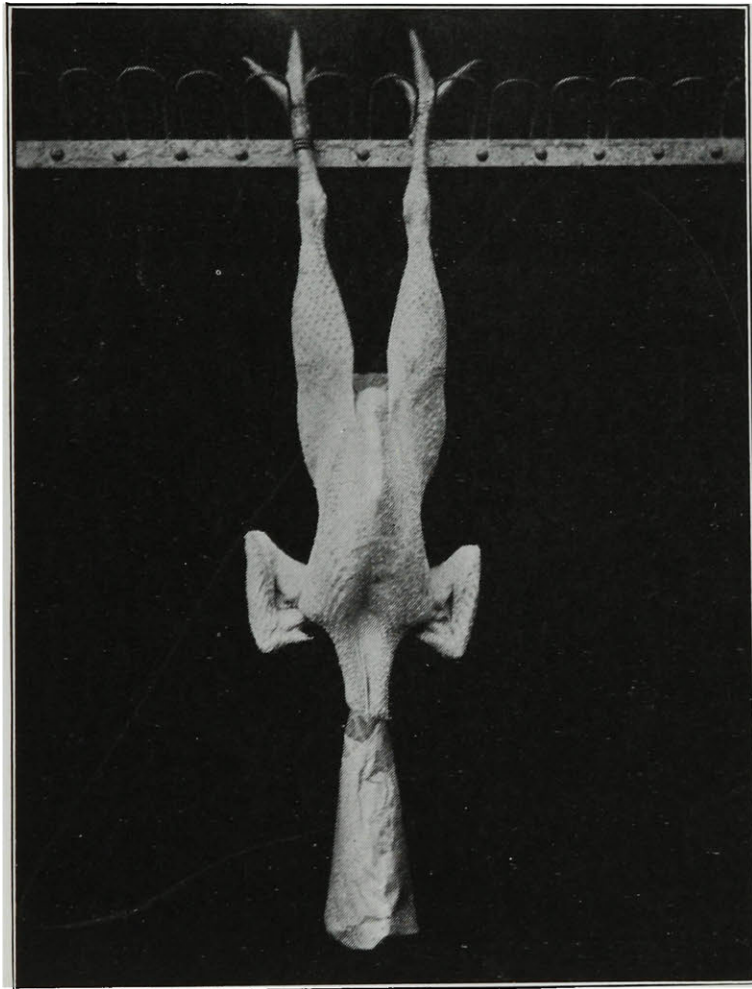
The Production of Roasters.



THE prime roaster industry in Canada is still in its infancy, and the increasing demand for high-class market poultry calls for much improvement in the way of producing fowls of a uniform type, size and colour of skin. One of the best ways of improving these

the table. To get fowls with plenty of constitution and uniform type we must be careful in our breeding work.

The breeders should be selected as to constitutional vigour, type, size and colour of skin. A strong fowl always carries itself erect and has a bright appearance about the head. It should have



A crate fattened fowl properly killed and dressed with good length of keel, breast well fleshed, thighs full and with head wrapped.

qualities is by keeping one standard breed of the general purpose or meat type which has the qualities demanded by the market. A prime roaster is a fowl about six months old, weighing four to six pounds, which has matured quickly and has been fattened and put into the best shape possible to dress for

a short, broad, and well-curved beak, a bright, prominent eye, and a bright red comb with large wattles. The keel should have good length, and be well covered with flesh. A shallow breast is a bad fault in a fowl for the table for it cannot take on a large quantity of flesh on the breast. The female, if of

the general purpose type, should weigh about six and a half pounds and the male ten pounds. To produce the strongest chickens, not more than eight females should be mated to one male. The breeds best suited are the Plymouth Rocks, Rhode Island Reds, Wyandottes, and Orpingtons.

The fowls which are to be sold for market purposes should be selected as soon as possible, so as to get them in condition. The weak ones should be separated from the others so as to give them a better chance, since they cannot stand the heavy feeding and confinement, and may be disposed of at the earliest convenience.

There are three different methods of fattening poultry. The first is room feeding. It is only used when there is a small number of fowls to be fattened and the time for feeding is limited. They may be fed in a shorter time with less work. The second is the crate feeding method, which is the most satisfactory and the best for commercial work, where there is a large number of fowls to be handled. The third is the cramming method. This is not practised very much in Canada, but is used quite extensively in European countries. It is sometimes used to finish off fowls which have been crate fed for two weeks.

The crate feeding is done in crates or batteries. The crates have three compartments which hold four fowls each and the batteries have three tiers of compartments holding from six to eight fowls each. The battery is four feet six inches high, two feet nine inches wide, and one foot nine inches deep. Each compartment has a floor of wire netting and a tin tray underneath to catch the droppings.

The fowls should be starved the first twenty-four hours that they are in the

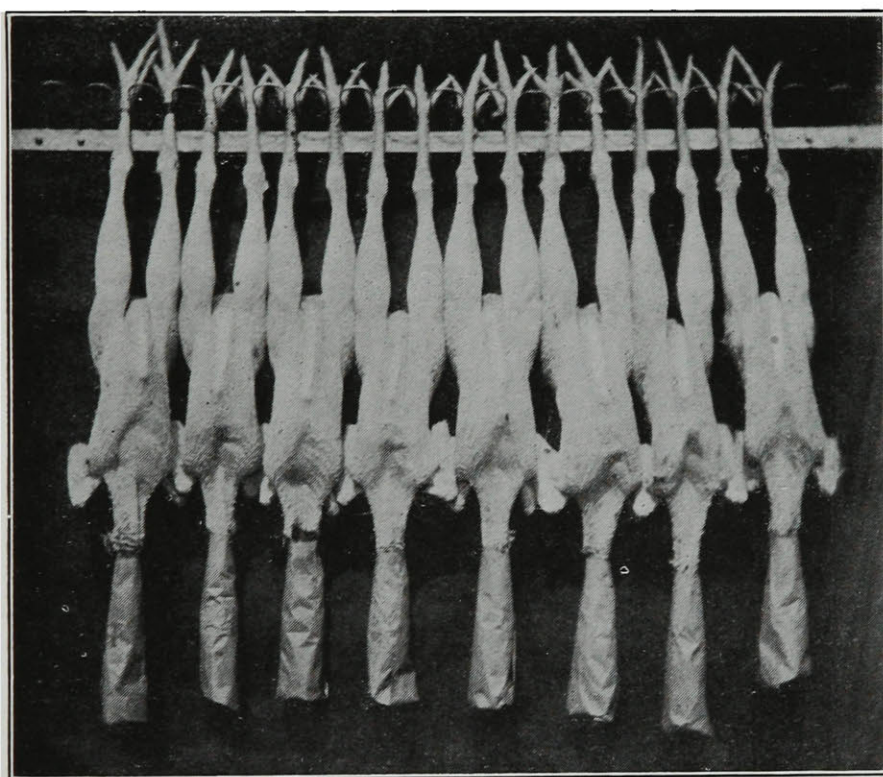
battery so as to get their weight and give them an appetite to start the new system of feeding. They should be dusted with a good lice powder before being put in so as to kill any vermin which may be on them.

All the grain that is fed should be ground. The mash contains equal parts of buckwheat meal, cornmeal and oat-feed, with ten per cent beef scrap. It is mixed thoroughly and moistened with sour skim milk, buttermilk or water. The skim milk should be pasteurized and soured by using starter to get the best results. The mash should be mixed moist enough to run slowly out of a pail. It takes about two parts of milk to one of mash by weight to mix it in that condition. The feeding is done twice daily the first week, the main object being to start easy and keep the fowls hungry. The feed is put in V-shaped troughs in front of the battery and they are allowed to eat about five minutes. Then the feed is taken away and the troughs cleaned. Any feed that may be left should be kept for the next meal. Some feeders claim that all the mashes should be mixed at least one feed ahead of time so as to give them time to soak before feeding. The fowls fed should be weighed at the end of each week to determine the gain per week. The feeding is done three times a day the second and third weeks. The second week they are still kept a little hungry, but the third week they should get all they will eat. At the end of the feeding period they should be starved twenty-four hours. About six hours before killing they should be given a drink of water to clean out their intestines, which otherwise might cause discoloration and decay. They are now ready to kill and dress.

There are three methods of killing: the first is dislocation of the neck, the

second is the severing of the head from the body with an axe, and the third is the sticking and braining method, which is the most up-to-date. By this method no blood gets on the outside of the fowl. The fowl is hung up by the feet with a string from the ceiling so the head is about level with the operator's shoulders. The head is grasped in the left hand with the comb down. The thumb and first two fingers should hold the head in place. By pressing with the thumb on the throat at the base of the jaw the

eye on the outside of the head. The brain is at the base of comb. The knife is put through the roof of the mouth back till it touches the skull midway and given a twist to tear the brain. If the fowl is properly brained it will give a squeak or flutter. The blood can for catching the blood should be hung on the lower part of the beak immediately after sticking to prevent the feathers from being soiled. The can is weighed to hold the fowl steady while picking.



These are prime roasters especially fattened and dressed for high class trade. These will command the highest price on the market.

fowl is forced to open its mouth. The knife used should have a blade about two inches long and one half inch wide, with a straight cutting and a sharp point. It is put in the mouth on an angle to the left, back to the base of the skull where the two main blood vessels connect at the head. By pressing easily and drawing the knife outward the arteries are cut. The braining may be done either through the slot in the roof of the mouth or from under the

The feathers may be removed in two different ways: the first is by scalding and the second is the dry method. Scalding is never used unless for home trade when the fowls are to be consumed immediately. Dry picking becomes an art which takes a great deal of practice to be a fast picker. The main object in dry picking is to have the fowl properly bled and brained to loosen the feathers. The order in which the feathers are removed are as follows: tail,

large wing feathers, breast, thighs, legs, abdomen, back, neck and small wing feathers last. Pick all the rough ones first and do the pinning last.

The fowls are hung on cooling racks to remove the animal heat before being packed. The heads are wrapped with parchment paper to add to the appearance and prevent any dropping of blood on other fowls. They are graded according to condition of fleshing and size. Roasters are usually packed twelve

to a box in two layers on the side, with butts locked and heads and feet hidden in the centre of the box. The boxes are lined with parchment paper.

To produce prime roasters, the breeding should be done by selection, and the best care given to the rearing of the young stock so as to get fowls of a uniform type, size and appearance when dressed for the market.

W. A. MAW, '19.

First Impressions of Eastern Townships Agriculture.

By Prof. J. M. Murray, Professor of Cereal Husbandry.



COMING from that part of Canada that has been so frequently the subject of injudicious and misleading "write ups" by tourists and globe trotters, it is with no little diffidence that I undertake to comment on some other part of Canada with which, as yet, my acquaintance is very limited. The tourist who writes his book on Western Canada, gathers his information largely in the smoking compartments of railway carriages, the rotundas of C. P. R. hotels, and possibly from the conversation of those who frequent the leading city clubs. I can at least claim to have gathered my impressions at first hand.

The past summer presented the opportunity for me to spend several weeks at different seasons in the far-famed Eastern Townships of Quebec. For the most part, some special crop,—corn, clover, oats or alfalfa, has been the

raison d'être for my trips; but in a new environment, conditions in general that pertain to agriculture have left more or less indelible impressions. In order that what I say may not be misconstrued, I have taken the precaution to entitle my remarks as "First Impressions." You may dispute my conclusions, and I may change my opinions, but the "first" impression remains as such.

Richmond, Sherbrooke, Compton, Brome, Missisquoi, Shefford and Stanstead are the only counties with which I can claim even a passing acquaintance. In some of these I have spent no more than a day, in the others three or four, but in all of them the space-annihilating motor car has enabled me not only to see considerable territory, but as well to spend time on a number of farms—some good, others not so good.

A survey of the statistics of agricultural crops in any of these counties prepares one to expect a large acreage

of land in meadow and pasture and a smaller acreage in cereal crops, but one cannot help being surprised at the extremely low acreage in oats and barley on each farm. One ceases to wonder at the extent of business carried on by feed stores with which each town is well supplied, where most farmers make dairying the mainstay of the farm operations and large quantities of concentrated feeds are required. The timothy crop, upon which dependence is placed not only for feed but also for revenue, is undoubtedly cheaply harvested, cured, and housed, but so many meadows are thin, weedy and, to judge by their colour and lack of luxuriance, ill-nourished, that it would appear doubtful economy to leave them so long as meadows. The returns per acre must be low even in a favourable year, and, lying so long undisturbed, they afford ideal conditions for the spread of such weeds as ox-eye daisy with which nearly all old meadows abound.

The leading cereal crop, as one might expect, is oats. Good crops are by no means rare, but fields that would give a very low yield were all too common. Extreme lateness is a characteristic of many fields in some districts. This probably indicates the growing of varieties that require too long a season to mature and in some instances that sowing has been very late in the season. It may be that late sowing gives just as good results as early sowing in some districts, but all careful experiments on this question in Quebec and elsewhere in Canada shows that early seeding is the more profitable. The difficulty of getting on the land early in the spring contributes to lateness in sowing and this should lead to greater effort in fall preparation of the seed bed. After harvest, cultivation both of sod and stubble would appear to be all too rare.

Thrifty fields of red clover were conspicuous this year in many districts by their rarity. The claim was frequently made that clover has not wintered so well in late years as it once did, and that while a good "catch" is secured in the fall it is badly thinned out by spring. Alfalfa is not unknown. It has been tried times without number in many districts, but healthy fields of the crop are not to be found. So many attempts to grow it have resulted in failure that the verdict has been almost unanimously passed that while it is a good crop it will not grow in the Eastern Townships. The conditions under which a number of trial plots were growing lead to the conclusion that, while there may be a number of other contributory causes to its failure, the outstanding ones in the districts visited are a lack of lime in the soil, the use of tender varieties, and the failure to properly clean the land of grass before sowing the alfalfa. In some cases we may add to these lack of drainage, but it is pretty generally known that alfalfa will not thrive in poorly drained soil, and it has therefore usually been given the benefit of good drainage where it has been sown. In land that has been under cultivation as long as has much of that in the Eastern Townships, the lack of lime is not surprising. It gradually leaches out of all soils even when the natural supply has been abundant, and where soils are not of limestone origin the need is sooner felt. This deficiency in lime probably helps to account for the poor stands of clover, as this crop as well as alfalfa grows luxuriantly only where lime is present.

The Eastern Townships have made their reputation in dairying largely through the abundant supply of pure water, but this reputation might be still further enhanced if the water were put and kept in the proper channels. Thou-

sands of acres of land that should be the most productive is useless through an overabundant supply of water. It needs draining and needs it badly. Much of the land now producing crops would produce twice as much grain of better quality if properly tile drained. Field after field of oats may be seen in almost any district that would have been fifty per cent. better had it been sown two weeks earlier—a difference that could easily have been effected by drains. For the successful growing of clover and alfalfa a well drained soil is a primary requisite, and for even oats and timothy, now fairly successfully grown, the removal of surplus water from the soil works such wonders in providing a congenial foraging ground for the roots that the crop may often be doubled. Indeed, in many cases the total crop of many farms could be increased one hundred per cent. immediately by a complete system of drains, and the whole system paid for in two or three years by the increase in crop. There still remains much missionary work to be done before the need of underdrainage is accepted. A few enterprising converts in each district would work wonders in a short time.

The question of fertilizers would appear to rank in importance with drainage. At first the frequent use of the term "phosphates" is puzzling; one is led to think that all the fertilizers applied are those supplying phosphorus, but when explanations are forthcoming the air is somewhat cleared. "Phosphates" are simply commercial fertilizers regardless of what they are composed. All too frequently they are bought with little regard to their composition and applied with even less regard to the requirements of the particular crop to be grown. Such practice would appear to be guided more

by the plausible tongues of fertilizer salesmen than by sound common sense, and the loss entailed through injudicious applications must reach an astounding total for the province.

Western farmers are reputed to be more prodigal of fertility than those in any other part of Canada, and it is true that they waste large quantities of barnyard manure. But it cannot be said of them that they waste the manurial products of their own farms and then proceed to buy commercial fertilizers to make good the loss. This would appear actually to be the case on many Quebec farms as the farmyard manure is not cared for as it deserves. I would not argue against the application of commercial manures as they can in many cases be used to good purpose, but surely there is a more rational method than that in vogue in many districts.

In some of the counties visited, corn has an important place among the farm crops, in others it is comparatively little grown. In the higher districts with later springs and earlier fall frosts one might expect to see more roots grown to take the place of the corn, but the difficulty of securing help seems to militate against their being grown extensively. The amount of hand labour required in growing a crop of either corn or roots might, in many cases, be greatly reduced by the more liberal use of horse labour in preparing the land and in cultivating after the crops are up. One cannot help thinking too that some of the land labour bestowed on mowing and raking hay might be utilized to better advantage in cultivating roots or corn. The subject of labour brings up the use of small and inefficient machinery. Too often an outfit is overmanned and underpowered. We cannot hope to see four and six horse outfits generally used in the small fields so common in many districts; but

it looks very much like a waste of good man power to see one horse and a man harrowing or, as is occasionally seen, two men and one horse operating a cultivator. Where labour is scarce, horses and machinery should make up the deficiency as far as possible.

The extensive areas of rough, stony land that can be used only for pasture would appear to afford ideal feeding-grounds for sheep. While a few flocks are to be seen from time to time, there are many farmers who keep none, and few who keep enough. In fact the whole Eastern Townships would appear to a newcomer to be an ideal sheep country. There may be sufficiently good reasons why more are not kept, but since those who have flocks speak most highly of their value as weed controllers and producers of mutton and wool, it

would look as though their numbers might, to advantage, be materially increased.

While these notes are already too long I must, before closing, mention what is probably the most striking feature of the Eastern Townships—the landscape. Surely few parts of Canada can compare with it in rugged beauty. The stone and gravel roads make travelling a pleasure, and the ever-varying view as they wind through the valleys and over the hills is a panorama of maple-clad hills, silvery lakes, rocky pastures and fields of oats or timothy. One is almost inclined to wonder at times if there is sufficient arable land from which to extract a living, but the comfortable houses, and, in many cases, well-kept grounds, bear testimony that those who farm well thrive abundantly.

The Possibilities of the Sheep Industry in Argenteuil County.



ARGENTEUIL County is located midway between Montreal and Ottawa, on the north shore of the Ottawa river. Situated as it is, Argenteuil has an ideal location as far as market facilities are concerned.

Roughly speaking, the county might be divided into two parts: the lowlands, lying along the Ottawa river, and the Laurentian uplands, which constitute the northern and greater part of the county. The farmers of the lowland district have turned their attention principally to dairying, and large quantities of milk and cheese are regularly shipped to Montreal. A few sheep are kept in this district, however, but there

is much room for improvement both in numbers and quality.

The northern district is quite hilly and resembles somewhat the Highlands of Scotland. During the last century many immigrants from Scotland and Ireland settled in this district and attempted to make a living through dairy farming and lumbering. As soon as all the lumber was cut their only means of earning a livelihood was through their herd of cattle. Of course their attempt resulted in failure, due to the fact that the district was not adapted to dairying; the expense of tilling rough land was too great, the soil was light and the cattle kept were of inferior quality. This failure resulted in the migration of

many farmers to the West. Those that were more fortunate in possessing better farms were so isolated that some of these also migrated. The result is that at present there are blocks of land of over a thousand acres without a single inhabitant.

Now, it seems to the writer that this land is adapted for sheep-farming, and if utilized for that purpose would pay profitable dividends. In many respects the character of the country and the location are excellent. In the first place, the numerous hillsides provide excellent pasturage early in the spring, although they are inclined to run slightly bare in July and August. Then, again, the danger from disease is much less on rolling pastures, where the grass is washed by the rains, and the water containing disease germs immediately carried away. There is an abundant supply of spring water on practically every farm, and on several farms small lakes and creeks are to be found. Ample shade is also provided by the numerous deciduous and evergreen trees.

Throughout the whole locality numerous beaver meadows are to be found. These meadows are flooded every spring and produce a crop of hay annually without any cultivation whatever. This hay is rather grassy and tough in nature but makes very good sheep feed; however, other crops can be grown on these meadows. Besides these beaver meadows

there is enough reasonably level ground to grow crops, such as clover, roots, oats, and some of the hardier varieties of alfalfa, in sufficient quantity to feed the number of sheep during the winter that the rougher land would pasture in the summer.

Of course, a man starting out would have an uphill row to hoe. In the first place, much of the land would have to be cleared of second growth. Suitable buildings would have to be erected and foundation flocks established. I might suggest here that the smaller and hardier breeds of sheep, such as the Cheviots, would be best adapted for the hilly land. All these necessary improvements would require a considerable outlay in time and money.

Already a Sheep Breeders' and Wool Growers' Association has been organized through the Macdonald College Extension Branch. The district demonstrator has succeeded in getting a movement on foot for an increase in the number of sheep. Sales of pure bred rams are to be held annually, and farmers will be able to secure good flockheaders at moderate prices.

In conclusion, I might say that if the possibilities which Argenteuil County present are fully developed, she will do her share to make Quebec the foremost province of the Dominion in the sheep industry.

G. E. ARNOLD, Agr., '18.

The little cares that fretted me,
I lost them yesterday
Among the fields above the sea,
Among the flowers at play,
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what may happen,
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the rustling of the corn
Where drowsy poppies nod,
Where ill thoughts die and good are born,
Out in the fields with God.

—Mrs. E. B. Browning.

MACDONALD COLLEGE EXTENSION WORK FOR RURAL SCHOOLS

The Relative Importance of Text-books and Teachers.



THE two most important factors in schools are the books used and the teachers employed. It is quite true that a good teacher can get along with poor books, but it is still more true that if she has good books her work will be infinitely more successful. In the case of poor teachers or untrained teachers, the text-book becomes increasingly more important as a factor in successful school work.

The recent changes in our Provincial text-books have been very great, but have been all for the better. The text-books represent brains, skill, money and the printing art. They are not a growth of to-day, but the development of successful books in the past. No great school book has ever been the work of one man. Good school books have been the result of a growth and a development which have paralleled the development of printing and the development of specialists. Modern text-books, therefore, represent the best factors of all the experience in schools of the past.

More particularly in the case of rural schools are the books very important. There, if one had to choose between a

teacher and a book, a wise man would hesitate before he preferred the teacher. When a teacher has six grades at one time it is evident that each grade will only get one-sixth of her time, the other five-sixths being spent in studying or working from the text-books. It is also noted that pupils can recollect a book when the early instruction has been forgotten, and many of us will remember the pages of a well-known book like North Hillard's Latin Prose Composition when the face of the teacher has been long forgotten.

Teachers must see that pupils learn how to get the most out of a printed page. The art of teaching corresponds to the art of learning on the part of the pupil. There is a mistaken idea that pupils go to school to be taught, but this is all wrong. Pupils go to school to learn. The teacher is paid to see that they learn, to help them to learn and to guide their work. The most successful teacher is the one who can make the pupils work hardest and learn most. No pupil has got the most out of school education who has not acquired the habit of reading intelligently things worth knowing. It is no wonder, there-

fore, that educators believe in having good text-books—the best that can be got. There are, of course, political agitators who pose as friends of economy in every state in the world, who attack text-books and make wild charges, especially regarding the enormous cost. The actual cost of text-books in the United States is fourteen million dollars per annum, although some agitators have declared without foundation that the sum was two hundred million dollars. This is typical of the unfounded criticism of newspapers regarding authorized books in every country under the sun.

Teachers come and go. Rarely does a teacher stay more than three years in the profession. Large numbers teach less than three years, and this is more true of the country districts than of the

city. Continuity of text-books, therefore, is absolutely essential when we have no continuity of teachers.

The importance of text-books for public health and safety is very marked. Subjects like temperance, sanitation and public hygiene can only be brought to the mind of the pupil through being taught in our schools, and a short perusal of the text-books authorized in the Province of Quebec will show any man who has been away from school for twenty years that he might with great profit read the books that are authorized on Arithmetic, Hygiene, History and Agriculture. Most parents would like to think that they had studied such interesting text-books when they were at school.

SINCLAIR LAIRD.

A Few Notes on the Modern Arithmetics.

By Miss L. B. Robins, B.A., Lecturer in Mathematics.



It is better to adopt a good text-book and follow its sequence than to establish some eccentric sequence that is purely local and that may or may not succeed. The world's experience is worth more than that of any small group of individuals."

The quadrennial revision of text-books by the Protestant Committee of the Council of Public Instruction has made available for the children of the Province of Quebec two of the best arithmetics ever published in any country, in any tongue.

Very few difficulties will present themselves to the teachers using the Modern Arithmetics, for the work is arranged so

that the child instructs himself by carrying out the directions for work given to him in the book. The form of presentation serves to arouse his interest and therefore his best effort. The work of the teacher in a large measure will be interpreting for the slow children the directions for work, seeing that these are carefully followed, conducting the oral exercises and supplementing the applications by local problems of interest and value. There is plenty of training in initiative for the child and room for it for the teacher, as the various subjects are not dealt with exhaustively but suggestively and in such a way as to help out the teacher in the rural school who suffers from a surfeit of grades.

THE ARITHMETICS AS TO GRADES.

The children in the first two grades will not use any text-book. Grade I could cover well, under the guidance of the teacher, the substance of pages 1 to 12 and Grade II the rest of Chapter I in the Modern Primary Arithmetic. The foundation of future mathematics is laid in these grades. In the interest of all future work, children should thoroughly understand the processes, be accurate and rapid in securing both oral and written results, and have formed the habit of searching for foundations, breaking up the complex into simpler parts, reconstructing the complex, and committing exact truths to memory.

In Grade II the teacher may find difficulty in presenting addition where the sums lie between ten and twenty and neither addend exceeds nine, e. g. $9 + 8 = 17$. Using 9 cents and 8 cents, the teacher may raise 9 cents to 10 cents by taking 1 cent from the 8 cents, making 10 cents and 7 cents. The 10 cents may then be changed for a ten-cent piece, making the sum 17 cents (1 ten and 7).

Grade III reviews Chapter I, the work of the previous grades, using the text-book to gain familiarity with written arithmetic, and takes for advance work Chapters II and III.

Grade IV can cover easily Chapters IV and V.

Grade V begins the Modern Advanced Arithmetic with a good review of the work of previous grades and some advance work, covering Chapters I, II and III. Grade VI takes Chapters IV, V and VI; Grade VII, Chapters VII, VIII and IX; Grade VIII, Chapters X, XI and XII and Grade IX finishes the arithmetic and reviews.

At the point where the new grade has been introduced there may be some difficulty this year in covering the ground

outlined above. In subsequent years there will be no difficulty.

ANSWERS.

Teachers who object to text-books with answers may have the children seal the pages where the answers are to be found.

THE OBSOLETE.

Many old, familiar faces have disappeared from the arithmetics and some new features appear. The old has gone because it represented business methods that are no longer in use, or work required only in special crafts or callings or problems of no practical worth, or the subject has been relegated to some other branch of mathematics. As the psychologists say, "these matters do not now function in the lives of children." The modern business co-operation of the world through stocks and bonds is responsible for sending several subjects to the scrap heap. The inverse cases of interest, highest common factor and least common multiple are retiring to less prominent places in the arithmetic. Vulgar fractions with large denominators are changed by the practical man to their corresponding decimals. Recurring decimals never were a suitable subject for the sixth grade. Thus the tale goes on.

SECURING CO-OPERATION.

The co-operation of the child in his own mathematical education is sought from start to finish in the arrangement of the work. A strong aim is set up for the doing of every part of the work, and is sustained till the subject is mastered, through practical problems, efficiency tests and "Using what you have learned" exercises.

SHORT METHODS.

Teachers of arithmetic will observe the absence of several short methods in

which their hearts delighted in the past, and the retention of the best, that is the most usable of short methods for practical purposes.

There is not the same need to-day for turning children into lightning, calculating machines that there was twenty years ago. The small stores use cash registers, the large stores, wholesale business houses and banks use adding, subtracting, multiplying and dividing machines. The machine shops use logarithmic tables for rapid multiplication and division. The banks and large business houses reach results by the use of interest and time tables.

Nine-tenths of the world's arithmetic is addition. Therefore children should be taught to be reasonably rapid and quite accurate in addition. The child should be taught to be on the *qui vive* for ways of shortening his work at every turn, that is, should be taught to meet emergencies. He should be trained not to dawdle over his work. The best and truest initiative in any class-room is that which allows, yes, more, encourages every child to think for himself and to discover the shortest road to the answer. Canadians are well known for their power of initiative.

PRACTICAL APPLICATIONS.

In cases where there was any doubt as to Canadian usage in agricultural and other problems, these were submitted to practical men, who very kindly suggested the necessary changes. In this connection the schools are indebted to several Heads of Departments of MacDonald College, Prof. Barton, Prof. Bunting, Mr. Jull, Mr. Emberley and Mr. Ward.

DIFFICULTIES OF ADJUSTMENT.

The author of the present article will be glad to answer any questions that will help to adjust relationship between teachers and the Modern Arithmetics.

THE MAKING CHANGE METHOD IN SUBTRACTION.

The child using the Primary Arithmetic does subtraction by the making change method from start to finish. By the time he reaches page 50 his habit of subtracting is fixed. On that page he is given the idea of *taking away* as distinguished from *making change*, but he may continue the habit which he has formed of subtracting by raising the lower line to the upper. There need be no difference in the methods of *attaining results* between page 49 and subsequent pages. Thus on page 49 in the example

15 or 15-8, the child says 8 and 7
-8

are 15. On page 50 in the example

63
-28 or 63-28, the child thinks 8
ones and 5 ones are 13 ones, 3 tens and
3 tens are 6 tens.

It would be a serious loss in *habit* power to make a change in method on page 50. In fact there is much gain in having children carry on the "making change" method through vulgar fractions, decimal fractions, denominate numbers and algebra so far as the *process* is concerned.

The world views subtraction from two standpoints. So should the child, but he should learn only one process.



Nature Study and Elementary Agriculture.

By Dr. D. W. Hamillon, Head of the Nature Study Department.



UEBEC is the last of the provinces to prescribe Nature Study and Elementary Agriculture as a subject of instruction in all grades below the high school (academy) grades, but in the words of the Irishman, when referring to his breakfast—"better late than never." The fact that the subject is new, added to the fact that in all subjects there are many changes this year, and a re-naming of the grades, makes the proper teaching of the subject somewhat difficult. I have received many letters relating to the subject from teachers anxious to receive help, and all have breathed the spirit of optimism and "I shall try." This is encouraging. When the new subjects and new grades are properly adjusted, and suitable helps in Nature Study are available, I feel confident that good work will be done.

We must not lose sight of the fact that the successful teaching of Nature Study and Agriculture, or of any of the science subjects of the academy grades, requires greater preparation for the lesson, hence greater physical and mental activity on the part of the teacher, than the teaching of any other subject. A teacher cannot prepare for the lesson by sitting for a few minutes in a comfortable armchair and "reading up" in a book. She must plan her lessons for the week and provide materials for illustrating them. Nearly all Nature Study lessons should be object lessons. If it is not possible to obtain the objects, as in lessons on birds and large animals,

coloured pictures or drawings are very helpful. The teacher should not lose sight of the fact that "telling is not teaching." This is particularly true in Nature Study. Pupils should be encouraged to observe and report their observations of the objects or phenomena studied. The teacher may add facts of interest that the pupils cannot observe or deduce from their observations. Where possible simple experiments should be performed. Every effort should be made to encourage independent, outdoor observations of living objects or active phenomena. The *ideal* Nature Study is the study of nature as she is, preferably under the direction of the teacher. In the ordinary school it is manifestly impossible to do this. The teacher should, however, go out with her pupils occasionally, if for no other purpose than to show her own interest in Nature. An occasional Saturday tramp might be arranged for. Where there is the *will* there is the *way*. Interest, enthusiasm, and a willingness to learn, on the part of the teacher, is the first essential to success in teaching about Nature.

"I thought the sparrow's note from
heaven

—Singing at dawn on the alder bough—
I brought him home in his nest at even:
He sings the song but it pleases not now,
For I did not bring home the river and
sky—

He sang to my ear—they sang to my
eye."

—Emerson.

It will require two or three years of work before the new course becomes, so to speak, a regular subject, and teachers and pupils become accustomed to the new order of things. As in other subjects, where one teacher has several grades, it would be a wise and, in fact, a necessary arrangement, to combine two or three classes for instruction purposes. For the first year the easier lessons outlined for those grades should be taught. In fact, for the first three grades, the topics suggested for the different months are in many cases the same for each grade. The teacher should expect and should receive better work, including observations, reports, discussions, and illustrative work, from a third grade pupil than from a first grade pupil when all have the same topic. The topic is not so important as the spirit and method of the lesson. In any subject, quality of teaching is more important than quantity. In the higher grades classes may also be profitably combined. Some of the easier lessons in one grade and some in another may be taken. I presume that those in charge of provincial grade examinations will, for the first year at least, arrange for tests that will give the pupils of all grades and of all schools full credit for good work, notwithstanding the fact that all the prescribed work may not have been done this year. Such tests could be given. Particularly in Nature Study the spirit of the work is more important than the form. Excellent work in Nature Study and Agriculture might be done in any school without *any formal lessons*.

The writer fully appreciates the fact that for most teachers and pupils Nature Study is a new school subject; and that, though all should be students of Nature (and all would be) without organized schools, the majority are

lamentably ignorant of Nature's objects and phenomena. As the great Agassiz said: "Study Nature, not books." This is the *ideal* way of acquiring that interest and knowledge which a successful teacher of Nature Study should have. This method is not always practicable for the busy, hard-worked teacher. She must rely on the work of others to a very large extent. Fortunately there have been and are many true students of Nature, and the results of their work are shown in their books. There are many excellent books treating of every phase of Nature and adapted to school purposes or work with children. The most helpful and inspiring book for the busy teacher, and one dealing with nearly every topic in Nature Study and Elementary Agriculture, is the "Handbook of Nature Study," by Mrs. Comstock, of Cornell University. This book should be in every home. Professor and Mrs. Comstock have been life-long students of Nature. Their books are written in a most interesting style, and are beautifully illustrated. This book can be secured, postpaid, from the Comstock Publishing Co., Ithaca, New York, by sending them \$2.75 and mentioning the name of the writer. The regular retail price is \$3.25 plus 45 cents postage. Because of the large number of orders secured from this Province (the summer school students ordered fifty) the publishers have consented to sell at the wholesale price, and to send the books direct to the teachers. As additional aids, particularly in teaching lessons on birds and wild animals, colored pictures are very helpful. The Mumford coloured pictures are excellent. These may be secured from the Dominion Book Company, Toronto. Set A contains 25 pictures of our most common birds; set B, 25 birds not so common; set C, 25 fur-bearing

animals, and set D, 25 pictures of insects, foreign animals and other objects of interest. One set, in a neat cabinet, with each picture mounted on cardboard, costs \$1.00. Two sets cost \$1.65. These are special prices to Quebec teachers. In addition to these helps, and many others that could be obtained, the writer is preparing an outline lesson on each of the topics suggested in the syllabus. Each lesson plan will be prepared under four headings—aim, materials, method and facts—for the teacher. These will be published by the Renouf Publishing Co. of Montreal. Each book will cover the work of two grades. We hope to have these published before next summer, and that it will be possible to sell them at a price not exceeding fifty cents for each book.

For the present school year, or until teachers and pupils become more fam-

iliar with Nature Study as a school subject, it would be well not to attempt too much. Quality is more important than quantity in any subject. Above all, don't worry and complain. New ideas and new subjects ingraft themselves slowly in the minds and work of the average human being. Do the best you can, but do something. *Begin*, and then *persevere*. Remember that the work and worries of the teacher are not worthy of mention when compared with those of our brave brothers in the trenches. Let us do our small part for the future of our Empire, and do it bravely.

P.S. Copies of the course in Nature Study and Elementary Agriculture can be obtained, postpaid, for thirty cents, from the Bursar, Macdonald College P. O., P.Q.

Arrangement of Grades in Rural Schools.



THE new course of study divides the work into years, but as four grades are the most convenient method of grouping rural school pupils under one teacher, an additional problem arises in a rural school which is allowed to provide for seven years' work.

Inspector McOuat has taken the trouble to arrange the seven years into four sections.

Grades I. and II. of the Course of Study are now included under the heading *Primary*.

Grades III. and IV. of the Course of Study are now included under the heading *Junior*.

Grades V. and VI. of the Course of Study are now included under the heading *Intermediate*.

Grade VII. of the Course of Study is classified as the *Senior* division.

This division is not only workable, but essential, and the inspectors in the Province, at the Annual Convention in Westmount, adopted this scheme with small changes. The Department of Public Instruction will publish this scheme in the Record and will also issue it in a form to fit a picture frame. Rural teachers will now have an opportunity of adopting the new division before the Record comes out in December.

It is hoped that this new arrangement will assist very materially in simplifying the rural school classification. I have much pleasure, therefore, in introducing this new arrangement, which is the work of Inspector McOuat, to whom all teachers and administrators are indebted for his analysis of the new course of study for rural schools.

SINCLAIR LAIRD.

SYNOPSIS OF THE NEW COURSE OF STUDY.

*By Inspector J. W. McOuat,
Lachute, Que.*

PRIMARY.

(Grades I. and II. of Course of Study.)

Scripture.—Selected stories from the Life of Jesus. Memory work. (See Memo.)

Selected Old Testament Stories covering the period of Creation to death of Moses. Memorize selected texts. (See Memo.)

Writing.—Copying letters, words and sentences, pen-holding and hand movement; copy-books, Nos. 2 and 3.

English.—Primers I. and II., Oral Composition.

Class Reader, Book I.; Composition. Memory work. Child's Garden of Verses. (For teachers only.)

Geography.—Elementary terms; divisions of land and water; map of school neighbourhood.

Arithmetic.—No text-book is used by the class, but the teacher covers Chap. I. of Smith's Primary Arithmetic using objects and blackboard.

Hygiene.—Simple lessons in personal hygiene. Physical exercises and games. (Strathcona Trust Book.) Personal

Hygiene as in "How to be Healthy," (for teachers only) to p. 54.

Nature Study.—In Grades I-V the teacher should be provided with books dealing with birds, animals and flowers. A course of lessons will be arranged based on these books. (See Memo.)

Drawing.—Prang's Parallel Drawing Course, Bk. 1. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

JUNIOR.

(Grades III. and IV. of Course of Study.)

Scripture.—Same as Grade II., amplified by additional Old Testament stories covering the same period. Selected Old Testament stories from period of Joshua to Captivity. Memory work. (See Memo.)

Writing.—Copy-books, Nos. 4 and 5, and 6 and 6a.

English.—Class Readers, Books II. and III.; Composition; Ont. Pub. Sch. Speller, pp. 1-54.

Read:—Laureate Poetry, Bk. I. Tales from Grimm; Laureate Poetry, Bk. II. Andersen's Tales. Memory work.

History.—History stories, Piers Plowman, Bks. I. and II.

Geography.—Local topography extended to County, Province and Dominion by use of sand maps; Mountains, Drainage areas, Chief cities, Provinces, and Capitals.

Preliminary talks on mountain formation, moisture, rivers, etc., North America; Canada, in detail; map drawing. (New Ele. Geog. Revised, 1915.)

Arithmetic.—Text Book, Smith's Primary Arithmetic. Review Chap. I. and teach Chaps. II. and III.

Teach Chaps. IV. and V.

Hygiene.—Simple lessons in personal hygiene as in "How to be Healthy," pp. 53-147. (For teachers only.) Physical Exercises. (Strathcona Trust Book.)

French.—Curtis, Part I.

Nature Study.—(See Memo.)

Drawing.—Prang's Parallel Drawing Course, Bks. II., III. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

INTERMEDIATE.

(*Grades V. and VI. of Course of Study.*)

Scripture.—Old Testament lessons, emphasizing heroism, covering the same period and including the same stories from Joshua to Captivity, as taught in former grade.

Selected lessons from the Book of "Acts," emphasizing courage to do right. Memory work. (See Memo.)

Writing.—Copy-books, Nos. 7 and 7a and Nos. 8 and 8a.

Simple business forms, including promissory notes and short business letters.

English.—Class Reader, Books IV. and V. Ont. Pub. Sch. Speller, pp. 54-112.

- Read:—1. Laureate Poetry, Bk. III.
2. Laureate Poetry, Bk. IV.
3. Robinson Crusoe, and Arabian Nights.
4. Golding's Story of Livingstone.
5. Homer's Odyssey.

Selections from Class Reader and Laureate Poetry, to be memorized.

Grammar.—Lang's Introductory Grammar to p. 100; Ont. Pub. Sch. Composition to p. 91.

History.—Piers Plowman, Book III. Marsh's Story of Canada complete.

Geography.—North and South America. Europe with special study of the British Isles; map drawing.

Arithmetic.—Text-book, Smith's Modern Advanced Arithmetic. Teach Chaps I., II. and III.

Teach Chaps. IV., V. and VI.

French.—Curtis, Part II. and Part III.

Hygiene.—"How to be Healthy" complete. (For teachers only.) Phy-

sical Exercises. (Strathcona Trust Book.)

Nature Study and Agriculture.—(See Memo); also Hatch & Haselwood, to p. 89.

Calfee's Rural Arithmetic, to p. 44.

Drawing.—Prang's Parallel Drawing Course, Bks. IV., V. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

SENIOR.

(*Grade VII. of Course of Study.*)

Scripture.—Biographical study of the early Christian leaders, covering and including the work of Grade III. Memory work. (See Memo.)

Writing.—Copy-books, Nos. 10 and 10a.

Bookkeeping, as in Grade III., bills, accts., etc.

English.—(a) For reading and discussion:—Class Reader, Book VI., Ivanhoe; Laureate Poetry, Bk. V.; and Courtship of Miles Standish and Other Poems.

(b) For close study:—First half of High School Prose Book, Pt. I., and Selections from Laureate Poetry, Book V. Ont. Pub. Sch. Speller, pp. 112-140; Lang's Introductory Grammar complete; Ont. Pub. Sch. Composition, pp. 92-137.

History.—For Elementary Schools:—Canadian History complete.

Geography.—Asia, Africa and Australia; Map Drawing.

Arithmetic.—Text-book, Smith's Modern Advanced Arithmetic. Teach Chaps. VII., VIII. and IX.

French.—Curtis, Part IV.

Nature Study and Agriculture.—(See Memo); also Hatch and Haselwood. Complete. Calfee's Rural Arithmetic. Complete.

Drawing.—Prang's Parallel Drawing Course, Bk. VI. (See Memo.)

Hygiene.—Story of the Human Body. Complete.

More Assistance for Rural Schools.

By J. E. McOuat, B.S.A.



THE past few months have seen many changes made in the course of study followed by our rural schools, while new subjects have been added which heretofore were regarded more or less as extra studies to be taken only when the teacher's time would allow of it.

Among the important subjects added is that of Elementary Nature Study and Agriculture. It now has the same standing in our curriculum as the other standard subjects, such as reading or geography, examinations will be written upon it and the subject examined by the school inspector.

From the pupils' standpoint there can be no doubt that the study of this new subject will be welcome, for it makes every possible appeal to their daily experiences on the farm at home. It is a subject close to their own and their parents' interests, and besides many of the facts learned at school can be put into practice at their homes.

It is, however, doubtful if the introduction of this new study is so welcome to many of the teachers of the Province. The reason for this is, perhaps, not so very hard to discover. Many instructors are not equipped by previous training to teach agriculture efficiently, and therefore view with more or less dread its introduction into the work of the school. The subject is nevertheless so important that all who wish to be ranked as first-class teachers must take the necessary time and trouble to make themselves fitted to teach the subject with a reasonable degree of success.

One mistake which many teachers

make in viewing the study of agriculture is that they look too much upon the mechanical side and too little upon that phase which embraces the principles of agriculture which govern the operations upon the farm. Every operation is, or should be, prompted by some important reason which makes it a necessary and profitable one. It pays to cultivate—but why? It is often better to plough in the fall—for what reason? Certain crops have a beneficial effect upon the soil—why is this true? Most farmers know all about the operations of the farm from their mechanical side but too few know much about the important reasons which make them essential. This is why many important practices are neglected which are so needed to make farming a success.

Teachers then should not worry because of their inability to hold a plough or drive a team, but should endeavour, by reading and study, to familiarize themselves with the important truths lying back of these operations and pass them on to their pupils who are the farmers of to-morrow.

If teachers are going to be successful in teaching agriculture, they must become imbued with courage and enthusiasm. What is needed first of all, is a sincere appreciation of country life, a liking for nature in all its forms, a broad sympathy with country people and their many problems, and, above all, a desire to help and lead in the activities of the community.

The question may be raised as to how teachers may be helpful to a community along agricultural lines, independent of the class-room work with the pupils.

On the farms at home there are many problems arising day by day which the farmer is not capable of solving by himself. It is by helping to overcome these difficulties that the teacher may be of great benefit. Macdonald College, with all its staff and equipment, is not only able but willing to do its utmost to help the farmers. We quote from the announcement of the current year: "The services of the various departments of Macdonald College, with their staffs of skilled investigators, are always available for the advancement of the agricultural and home interests of the Province of Quebec. Personal interviews at the College and correspondence are invited."

It is by becoming as it were the fourth and final link in the chain that the teacher can do much to help the farmer. On the one side we have the farmer and his children who attend the school; on the other, the College ready to give assistance. The teacher, by making it known that she is willing to pass on to the College any enquiries or requests for help, serves to join the farmer to the College, and thus completes the chain.

In the syllabus on *Nature Study and Agriculture* recently sent to all schools, there is found at the back of the book a list of suitable reference books. The reading of some of these will give a much broader scope to the teacher's work than can be obtained by following the elementary text-book. To make the subject really effective, at least some of the experiments suggested in these books should be carried out either in the class-room or at home by the pupils.

It would be of little benefit to point out all the work that should be done without showing where some aid can be obtained to make its accomplishment more easily possible.

Macdonald College, realizing the importance of such work, and knowing also of the many difficulties which are encountered in attempting to carry it on, has begun a new line of extension work, the object of which is to aid the rural schools in any possible way, but especially along agricultural lines.

The following are some of the lines along which this new department is willing to help rural schools:—

1. Seeing that all questions sent in by teachers with regard to agricultural problems in their community are dealt with and answered.

2. Helping teachers to procure suitable books, pamphlets, or literature of any kind, which may be of assistance to them in their work.

3. Helping to improve school grounds by furnishing shrubs, perennials, vines and bulbs at very low prices. Whenever possible the department is willing to see that the work is done under personal supervision.

4. Furnishing bulbs, etc., to teachers who wish to beautify their school-rooms. These are supplied at the lowest possible rates.

5. Carrying on agricultural short courses in the rural model schools and academies whenever it is agreeable to the teachers and school boards of the same.

It is hoped that many teachers and school boards will avail themselves of the services of this department in order that the task of improving conditions in our rural centres may be more rapidly and efficiently undertaken. All requests for assistance should be addressed to the Rural School Department, Box 73, Macdonald College, Que.

In the next issue an effort will be made to give more detailed information concerning some particular phases of the agricultural work in the school.



“Eight’s Week” at Oxford.

“**E**IGHT’S WEEK” was always a thing of mystery to me. I knew Oxford and “Eight’s Week” were connected in some way but just what the latter was I did not know. When in England I had the opportunity of seeing for myself of what “Eight’s Week” consisted.

One week in May is set apart for this event and every student invites as many friends as he likes to add to the occasion.

The week is taken up with social events and sight-seeing. We were shown over the different colleges and told the history connected with each; how University is the oldest college, and here we were shown the memorial dedicated to Percy Bysshe Shelly and erected by the students of the college; St. John’s College gardens were pointed out as the most beautiful; at Keble College we were shown Holman Hunt’s masterpiece, “The Light of the World.” An interesting thing to see at Christ College is the kitchen where jam is made by the ton and mayonnaise by the gallon. Maudelin is the most splendid college of the lot. It has the Meadows on three

sides with the Cherwell River running through them. Each college has its own separate chapel and dining hall. It is in the chapel at New College that Sir Joshua Reynolds’ painting of “The Seven Graces” is.

The students give dances, teas and concerts for their guests, and to have dinner in one of the students’ rooms is an event to be remembered. It is as good as being in a private hotel.

Three afternoons of “Eight’s Week” are taken up with the races. These boat races are really the chief events of the week. The name “Eight’s Week” comes from the fact of there being eight men and a coxswain in each boat.

Each college has at least two of these boats, and great excitement prevails every afternoon to see which college is ahead.

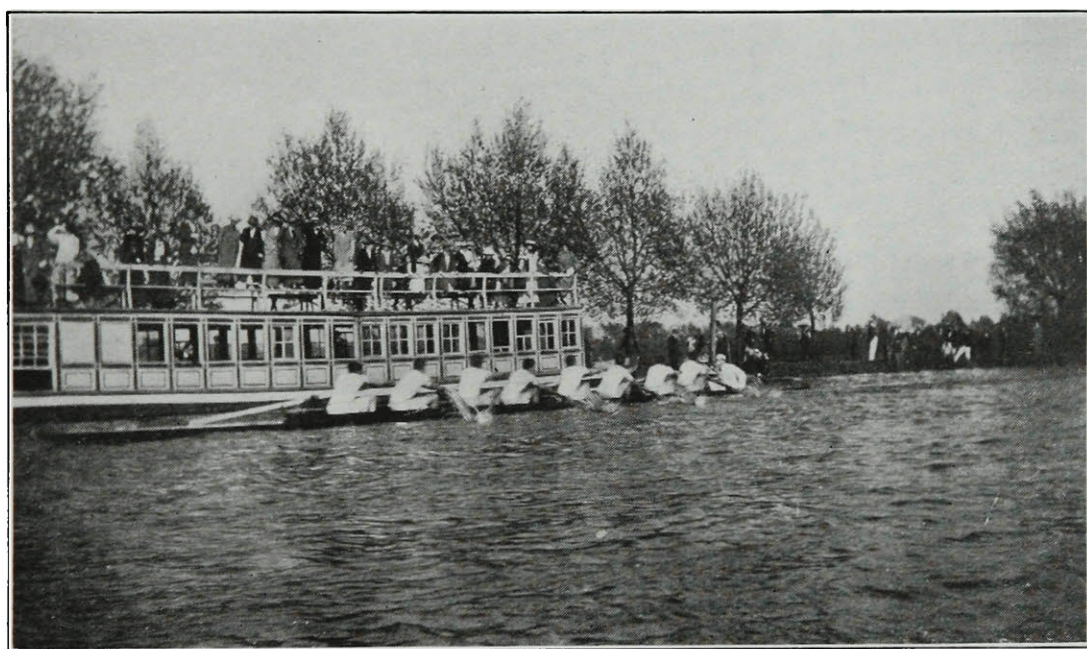
I wish I could picture to you the appearance of the river when these races take place. One side of the river is lined with house-boats, each belonging to a college. Every available punt, motor-boat or skiff is brought into action. A sight I shall never forget is that of the hundreds of punts lined up

five or six deep along the bank of the river. Each punt is kept in place by its poles, and the effect of these poles is most startling. Crowds of men, women and children stand on the banks of the river—people of every race and nationality. The negro minstrel plays a great part in these affairs. He has a long pole with a basket on the end which he holds out to the people in the punts for pennies. He usually gets things of every description, except money, in the basket.

up the Course, but number two is not far behind and doing his best to bump number one. The object of each boat is to bump the one ahead of it. The boat that is bumped has to go down a place the next day.

Number three creeps up so gradually yet so surely that number two seems doomed to lose her place. Not so! The coxswain shouts, the men pull for their lives and the honour of the College is saved.

The races scarcely last half an hour



University College Crew during "Eight's Week."

Now, for the races themselves. They are divided into three divisions with about ten boats in each division. Lots are drawn as to the order of the boats for the first day.

At the report of the pistol, the first eight, which happened to belong to St. John's, starts off, followed half a minute later by another. At the next half minute another eight starts, and so on till all boats are skimming through the water.

By this time the first eight is half-way

but there is intense excitement during that time.

As soon as the races are over the river is thronged once more with boats of all descriptions, and it requires great skill in manœuvring to cross the river to the house-boats where tea is served.

A concert was given by the students on the last evening, and the next morning we returned home, having spent a most interesting and exciting week, while the students settled down once more to work.

D. A. LONGWORTH, T., '16.

Our First Experience in Teaching in the City.

By Miss E. Murray, T., '16.



STREAM of girls scurrying across the campus, carrying books, pencils, apples, lunches, rolls of paper, maps, umbrellas, and a whole host of other things; a frantic whistle from the train, and an equally frantic rush from the girls; a jumble of arms and hats getting into the train. There you have the charge of the school brigade or, in other words, the beginning of the most dreaded day—the day for city teaching. The journey in was quiet, comparatively, and then came the getting out of the cars and the march to the various schools. The excitement was intense, for, be it known, this was Section B's first experience as schoolmarms. So much were some of the girls shaken out of their ordinary calm and dignified repose that one girl slid down the stairs after the principal. Fortunately none of the youngsters were about, or woe betide the discipline of that class!

Why, I wonder, do youngsters always seem to have enough energy in reserve to annoy a student so much that she feels like an animated booklet of re-proofs, and schemes for humbling her class? How is it that when you ask Erinia Provalnia how many oranges at four cents you get for thirty-six cents, she answers "Two dolls' hats," and why, when you inquire about the food of the ant, Carlak Praski answers "Gum"?

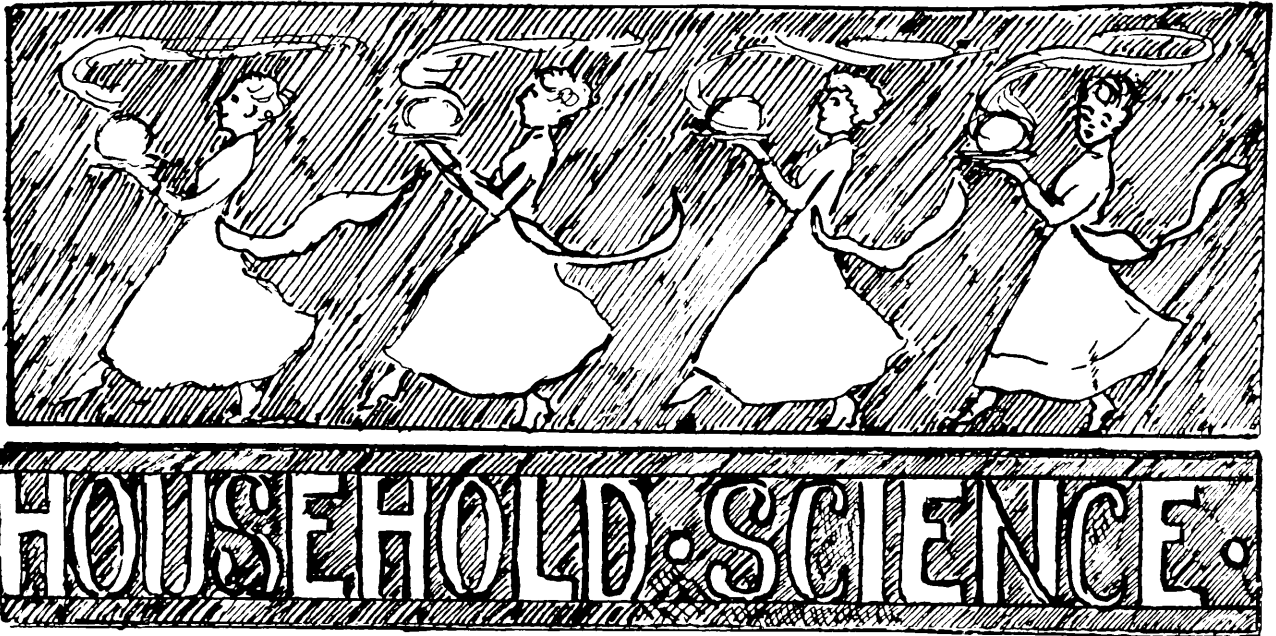
Such are some of the minor trials of the novice. But what, pray, are you to do when one Eddie, who is rather energetic physically, though the dullest of the dull mentally, arises in his seat and gives, quite gratis, an exhibition of

Charlie Chaplin, which that popular hero could hardly duplicate?

Some of us took classes steadily last week for two days, and then we saw the other side of teaching. For just before the bell, in troops a little procession of kiddies, each with a twisted leaf or withered flower, or perhaps a "picture," all offerings to "teacher." Who'll forget the little French girl with dark eyes who said so quaintly, "Please, come to-morrow, teacher." But yesterday we got but a glimpse of the youngsters while teaching, for while we observed all day, one does not get the same comical views of the children as one gets while questioning them.

Then the fun at lunch, all the recounting of experiences and comparing of methods! One would have thought we were among old and seasoned professors to have heard the discussions of how you get Joseph to realize that you spell "pound" as well as "peanuts" with a "p."

Of course the crowning moment of the day came at 3.15 when the teacher's cloak was thrown aside and once more we were mere girls. Many were met by friends and spent a delightful hour or two till train time, a few shopped, and some promenaded. However, by five o'clock most of us were in the station and a minute or two later we got on board, bound for college and supper, both of which were appreciated more than before. What tales were told that evening! No wonder the meetings suffered; but, never mind, we only get to town "about once in so often," so the tales had to be told and discussed before anything else, always excepting supper!



Girls' Hostel in Technical College, Christchurch, New Zealand.

By Miss M. A. Blackmore.



IT SEEMS necessary before describing the work of the hostel to give a somewhat brief outline of New Zealand, its ambitions and accomplishments.

New Zealand is a group of two or three islands in the far Pacific—so far from other lands it looks on the atlas as to seem almost on the “Edge o’ beyond.” Truly an isolated little country, yet by no means “out of it,” to use a colonialism. Our small land, like small people, has a “guid conceit of itself” and claims to be not far behind the Older Lands in matters educational. In some cases she even feels that the Motherland might, with advantage to herself, follow the lead of her offspring. New Zealand is proud of her twenty years of female franchise, the old age pension scheme, the national provident fund, and her free education from the primary schools

to the universities. It is her proud boast that the child of her humblest citizen can receive an education equal to that of the wealthiest in the land, and that not as a special reward or concession to genius but as a just right to every New Zealand child.

Having thus shown what a lowly, humble-minded (!) people we are, the writer will endeavour to describe some of the educational work carried out at the Technical College Training Hostel in Christchurch. The hostel is situated some little distance from the College, perhaps a ten minutes’ tram ride, and is of a particularly pleasing appearance. It has nothing of the Institution about it, rather the appearance of a home, surrounded by lawns and gardens of some extent.

The hostel is the practical training-home of the girls attending the Technical College. With regard to the work of the

Technical College, all pupils from the primary school who hold a proficiency certificate are eligible. This certificate means that the holder has passed through the six standards at a primary school and has been examined and passed by an Inspector. It entitles the pupil to two years' free tuition at a technical or high school. Every girl attending the Technical College must take a two years' course in Domestic Science, no matter what special work she is taking up. The course includes sewing, cooking, laundry-work, hygiene and elementary science. The girls are from thirteen to fifteen years of age when they enter. The hostel is in charge of a principal and three student assistants, who are training as teachers of domestic science. The girls, after having a course in domestic science at the college, are sent to the hostel in groups, about twenty in each group, and they attend daily at the hostel for several weeks. The time varies with the different classes, 1st year, 2nd year, etc. The hostel contains two kitchens—a large one with an ordinary coal range, where the bulk of the cooking is done—also a smaller one where an oil and gas stove are in use. For the work of the hostel the girls are again divided up into three groups, each group being in charge of a student assistant. Each group in turn does housemaids' work, kitchen work and laundry work.

There is accommodation for about fifteen boarders, these being girls attending the college and having to live away from home. Day begins at the hostel at 6.30 a.m. The student assistants prepare breakfast, and after certain duties, the boarders leave at about 8.30 a.m. for the college. The particular group in training from the college take their place. In the larger kitchen dinner is prepared for all the girls, with the exception of those doing the work in the

kitchen, and some of the staff. In the smaller kitchen dinner is prepared and served by two girls for themselves and those working in the larger kitchen. The cost of food, fuel, etc., is carefully entered by the girls each day, the accounts being checked by the assistants, and then passed in to the principal.

The main building contains sitting-room, dining-room, a particularly charming oak-lined entrance hall, sitting-room, office and bedrooms for the staff, and cubicles for boarders. Besides this there is a flat or cottage containing sitting-room, kitchen, dining-room, two bedrooms, bathroom, etc., in fact, all that a small up-to-date cottage would have. This flat is in charge of two of the students who have been through the course in the main hostel. They have entire charge, plan the meals, buy supplies and generally put to practical test the methods they have been taught.

After the midday dinner an interval is allowed for games. The girls in charge of the kitchen prepare any special dishes for tea, clean their kitchens, and make up the daily accounts. One afternoon a week they are allowed free, for tennis, reading, etc. The afternoon is spent by the other girls doing various kinds of sewing, fancy work, stencilling, basket-work. They are encouraged to work and think for others, and up to the present their contribution of clothes to the Belgian poor has been a very creditable one. For some little time one afternoon a week has been spent in working for the soldiers.

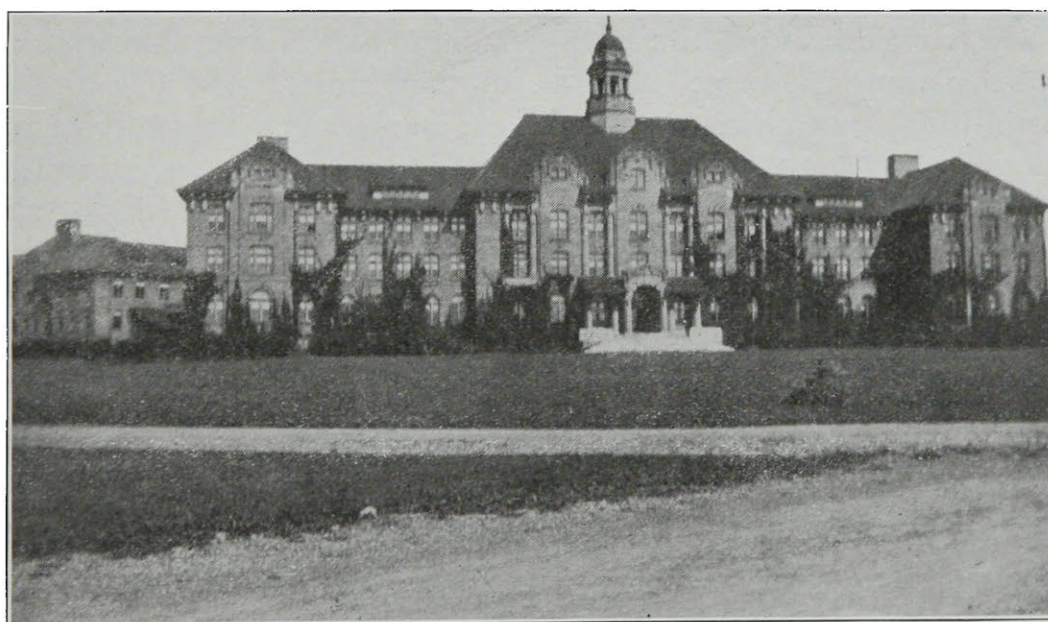
The day students leave the hostel about 4.00 p.m. The work of preparing tea is done by the boarders on their return from college. After home lessons each evening of the week has its special occupation or amusement—music, dancing, games in the hall, reading and mend-

ing. This winter it is hoped that Swedish Drill will be given. One evening a month the girls entertain. They plan, cook and serve the supper, and each girl helps with the entertainment of her guest. Saturday is mainly devoted to outings of some kind, picnics or sightseeing, for most of the boarders are country girls. On Sunday morning church is attended. Home letters are written in the afternoon. Bible-reading and music bring the day to a close.

The artistic arrangement of the rooms, the tasteful and simple furnishings, and the plentiful use of flowers, all make the hostel a very charming home. If

even a small part of its charm is taken by the student to the making of her own home, the hostel has justified its existence. There is such an air of quiet activity and cheerfulness about the hostel, with no show of irksome authority. Yet how firmly and kindly the hand of the principal guides and controls each girl.

Surely never was domestic science learned under happier conditions than it is by these young home-makers—to be. Seeing it all one could wish that the years might roll backward to enable one's own training to be gained in as happy a way.



The Main Building; the clinging vines detract just enough from its stateliness to add to its beauty.

A Morning Walk.



F you are a lover of Nature, and yet not a believer in that old adage concerning early rising, October is the month to do away with old beliefs and to treat yourself to an early morning walk.

Overhead is a glorious vault of blue, flicked with tiny rose-tinted clouds. Way down on the horizon the sun peeps, busily dispelling the shadows of the dawn; but in the distance the blue mists still linger.

The air has an irresistible tang faintly reminiscent of dying things and wild grapes, that seems to put new life into you to carry away for use in the long winter months.

Along the roadsides stand the trees, glorious in their autumn dress. Here a maple, coral-tinted from tip to trunk, every leaf a living flame. There one, scarcely touched with frost, with leaves still green, but gay with trimmings of crimson and bronze.

Straight and tall stand the elms and poplars, their leaves reflecting the sun's own glorious rays. From the chestnuts, golden brown nuts burst their satin burrs and drop to the soft grass below, to lie undisturbed until discovered by some passing schoolboy.

From post to post busy squirrels run,

gathering their winter store, stopping now and then to chatter to their neighbours concerning the nut crop.

Goldenrod stands stiff and glorious in all fence corners, while the wayside aster flaunts its purple and white flowers on all sides.

Vines, heavy with dew-washed grapes, festoon their way from tree to tree and from fence to fence in all their wonderful purple and blues. In the gardens of the private houses, colour runs riot in the crimson, golds and purples of the aster and chrysanthemum. The fields where the crops have but lately been gathered are emerald green with the aftermath of summer.

In the distance loom the purple mountains, faintly indistinct in the morning mists.

The river is a heavenly blue, slightly ruffled by the fresh morning breeze. Overhead wheels a flock of ducks flying towards their winter home.

Everywhere on all sides, as far as the eye can reach, the country is one glorious panorama of colour. It seems as if Nature, trying to outdo the lovely May flowering, the cool summer freshness, and the still sparkling whiteness of the winter, had spilled her paint box lavishly upon the autumn landscape.

F. A. BUZZELL, Sc., '17.

I would be true,
For there are those who trust me;
I would be pure,
For there are those who care;
I would be strong,
For there is much to suffer;
I would be brave,
For there is much to dare;

I would be friend
For all—the foe, the friendless;
I would be giving
And forget the gift;
I would be humble,
For I know my weakness;
I would look up
And laugh and love and lift.

Exchange.

Faculty Items.

Dr. Harrison spent a month this summer at St. Andrews, N.B., working in the laboratory of the Dominion Biological Station.

Mrs. Harrison, who has been in ill health for the last two years, has undergone a severe operation and is now happily on the way to recovery.

Miss Fisher, who has leave of absence for the greater part of the College year, is at present in Columbia University, New York City. She is devoting the year to visiting a number of American Colleges and large establishments, investigating methods of Institution Administration.

Miss A. E. Hill is acting head of the School of Household Science during Miss Fisher's absence.

Mr. R. W. Edmison has resigned the head-mastership of the Day School and has entered upon a course in Dentistry in McGill.

Mrs. Crowell is absent on leave for a few months on account of ill-health. Her place is being filled by Miss Helena McNaughton, assisted at first by Miss Winifred Hodge and at present by Miss Eva MacFarlane.

Mr. J. V. Dupré has resigned the Assistantship in Physics to take a position under the Shell Committee for the inspection of explosives.

Miss Nancy Curwell has left her position in the Post Office and has entered upon a course of training in the Montreal General Hospital.

Miss Thompson, Instructor in Drawing and in Household Art, has resigned on account of ill health and has returned to England.

Miss Ethel A. Roberts, formerly Assistant in Physical Training, was married on June 30th to Prof. J. C. Simpson, of the Medical Faculty.

Miss Ibbotson, of the Bursar's Office, has returned to England to assist in nursing the wounded.

The following members of the college staff and office force have enlisted for overseas service:

Dr. A. Savage in the Veterinary Corps, stationed at the Montenegrin Reserve Camp, Three Rivers. Dr. Savage has been in hospital in Montreal with an infected finger but is now convalescent.

J. L. Dashwood, B.A., Assistant in English, in the Royal Aviation Corps, Toronto.

Fred Heslop, Bursar's office, in the 1st Universities Company of Reinforcements for the P.P.C.L.I.

A. E. Raymond, B.S.A., Demonstrator at Cookshire, in 2nd Universities Company P.P.C.L.I.

V. B. Durling, B.S.A., Demonstrator at Lachute, in the 73rd Highlanders.

Jas. H. Currie, Bursar's office, in the 4th Universities Company of Reinforcements for the P.P.C.L.I.

Regimental Sgt. Major Sharpe, Drill Inspector, in the 60th Battalion, now at Valcartier. During the summer Sgt. Major Sharpe was at St. John, N.B., drilling the Canadian Railway Construction Corps.

Appointments to the staff have been made as follows:

G. J. Van Zoeren, A.B., Chief Chemist Holland-St. Louis Sugar Co., Holland,

Mich., appointed Assistant in Chemistry under the Agricultural Instruction Act, succeeding Mr. N. C. MacFarlane. Mr. Van Zoeren is a graduate of Hope College, Holland, Mich., and was formerly Assistant in Chemistry in the University of Illinois.

A. G. Taylor, B.S.A., '15, appointed Assistant in Poultry under the Agricultural Instruction Act. Mr. Taylor, who needs no introduction to Macdonald College students nor to the poultrymen of the province, has served the Poultry Department from time to time for many years past.

J. H. King, B.S.A., '15, appointed Demonstrator at Cookshire to succeed Mr. A. E. Raymond *pro tem*.

E. A. Lods, B.S.A., '12, appointed Demonstrator at Cowansville, succeeding Mr. L. D. McClintock.

R. Dougall, B.S.A., '14, appointed Assistant in Physics under the Agricultural Instruction Act, succeeding Mr. Dupré.

W. Sadler, N.D.D., B.S.A., '15, has resumed his duties as Assistant in Bacteriology.

J. E. McOuat, B.S.A. '15, appointed Demonstrator to Rural Schools under the Agricultural Instruction Act.

Dr. McEwen, appointed Veterinarian under the Agricultural Instruction Act, temporarily replacing Dr. Savage.

In the School of Household Science:

Miss C. E. Robinson, of last year's Household Administration class, has been appointed temporary assistant.

In the School for Teachers:

Mr. John Grant Thompson, M.A., succeeds Mr. Dashwood as Assistant in English. Mr. Thompson was born in

Canada but received his University and professional training in New York City. He attended Columbia University where he obtained his B.A. degree and afterwards took his M.A. degree at Teachers' College, Columbia University.

Rev. W. O. Rothney, B.A., B.D., formerly Inspector of Schools in Sherbrooke and Richmond, has been appointed to the staff. Most of his work will be with the Elementary Class. Mr. Rothney holds an Academy Diploma and taught for two years in Huntingdon Academy. He has been inspector of schools for seven years.

Miss L. Wren succeeds Miss Roberts as Assistant Instructor in Physical Culture. Miss Wren received her training in the Physical Training Department of the South Western Polytechnic, Manresa Road, Chelsea.

Miss Edith Doane has been promoted from the Day School to take the art work in the School for Teachers.

Mr. A. D. Chapman, M.A., F.R.G.S., succeeds Mr. Edmison as Head Master of the Day School. He graduated at King's College, Cambridge, and had two years' professional training at Goldsmith's Training College, London. He has had experience in England and also in Montreal.

Miss Mabel Dean Price has been appointed to the staff of the Day School, replacing Miss C. Kruse. Miss Price was Medalist in the Model School Class in June, 1914.

Miss L. Helen Morison succeeds Miss Doane in the Day School. Miss Morison received her professional training in the McGill Normal School and has been teaching under the Montreal School Board.

The following have been added to the staff of the Bursar's Office:

Mr. Fred Hogarth, Miss Irene Hawks and Mr. Howard Holcomb.

Mrs. Murphy succeeds Miss Curwell in the book shop and Miss Wicken takes charge of the telephone and post office services.

Dr. and Mrs. Hamilton attended the Panama-Pacific and the San Diego Exhibitions in July.

Mr. E. A. Lods, Demonstrator at Cowansville, spent his vacation in California visiting his parents and attending the great exhibitions.

Mr. Starrak attended summer courses at Columbia University, New York City.

Two recently published Macdonald College bulletins are: "The Farmer's Vegetable Garden," by Mr. McLennan, and "Farm Poultry," by Mr. Jull.

About thirty-five persons attended the annual corn-roast of the Bachelors' Club which was held in the moonlight

of September 23rd on the beach at Senneville Grove.

A golf club has been organized among the members of the college staff. Seven holes have been set out on the campus, whereby a nine-hole course can be played. Prof. Laird is the interim Secretary-Treasurer of the club.

A Cricket Club was organized during the summer with Mr. DuPorte as captain. Matches were played with Senneville, Verdun and Westmount. The first was won, the other two lost by small margins.

The Golf Club held handicap score competitions on Thanksgiving Day. Results: Men—(1) Dr. Harrison 43—8—35; (2) Mr. Vanderleck 45—7—38. Ladies—(1) Mrs. Vanderleck 62; (2) Mrs. Lochhead 69. Dr. Harrison and Mrs. Vanderleck were awarded prizes.

The Bowling Club's tournament this year is on the handicap principle, the winner of the handicap competition to play last year's champion, Mr. A. Walker, for the Championship Cup.



An Enviably Pastime.

In Memoriam

It was with deepest regret that we heard of the death of Mr. Hugh Brownell, who passed away at Campbellton, N.B., on Sunday, the seventeenth of October, after a short but very painful illness, caused by typhoid fever.

Mr. Brownell, who was a teacher in the Day School of Macdonald College, had been with us only a little more than a year, but during that time had made many friends because of his genial and kindly disposition.

He was the son of the Rev. Joseph Brownell, of Port Elgin, N.B., and was born at that place in 1895. In 1913 he graduated from the New Brunswick Normal School, obtaining a first class diploma. During the summer of 1914 he qualified himself to teach Elementary Agriculture by attending the Rural Science School at Woodstock, N.B. In the fall of 1914 Mr. Brownell joined the Day School staff, and he had only rejoined us a few weeks this autumn when he was taken ill. Always very fond of home and parents, he was determined if possible to reach home in order to be under their care during his indisposition. Unfortunately, this he was unable to accomplish, for he became so ill during the journey that he was compelled to stop at Campbellton where some relatives resided.

Under their kind care it appeared for a few days as if all would be well, but on Sunday complications of a very severe nature set in, and at 10 o'clock on the evening of that day, Hugh, although just beginning a career of promise, was taken from us.

The College, its staff and students, as well as the pupils who were under his care, extend to the bereaved family their sincerest and deepest sympathy upon the loss of one so near and dear to them.

Macdonald College Agricultural Alumni Association.

Since the last number of the MAGAZINE has been issued many changes have taken place amongst the Alumni members. The call of the Empire and King has been heard and responded to by many. Out of ninety-three graduates twenty-three have either gone to the firing-line or are in training in one capacity or other for active service with the Canadian Militia. These men have, without exception, given up responsible and remunerative positions to take their places in the fighting line in the defence of our Empire. The Alumni Association is proud of the magnificent way in which the members have responded to the call of duty.

Amongst the graduates at present at the front are the following:

Kennedy, Lieut. R. S., 12th West Yorkshires, Army P.O., London, Eng.

Macfarlane, J. R. N., Lieut., Divisional Cycle Corps, 2nd Can. Contingent. Army P.O., London, Eng.

Dreher, C. F. W., Gunner, 23rd Can. Overseas F. A., 2nd Can. Contingent. Army P.O., London, Eng.

Robinson, J. M., Bicycle Corps, Halifax, 2nd Can. Contingent. Army P.O., London, Eng.

McClintock, L. D., Gunner, 5th Battery, 2nd Brigade, 1st Can. Contingent. Army P.O., London, Eng.

Lothian, D. E., 15th Battalion, Kings Can. Highlanders, 1st Can. Contingent. Army P.O., London, Eng.

Huestis, R. W., Sect. 3, Can. Army Vet. Corps, 1st Can. Contingent. Army P.O., London, Eng.

Hamilton, R. I., Sec. 3, Can. Army Vet. Corps, 1st Can. Contingent. Army P.O., London, Eng.

Ford, W. D., Universities Overseas (2nd) Co. Reinforcements to P.P.C.L.I. Army P.O., London, Eng.

Raymond, A. E., Universities Overseas (2nd) Co., Reinforcements to P.P.C.L.I. Army P.O., London, Eng.

Mitchell, H. D., No. 3 General Hospital (McGill). Army P.O., London, Eng.

McCormick, J. H., Corp. A. 10958. Universities Overseas (1st) Co., Reinforcements to P.P.C.L.I. Army P.O., London, Eng.

Evans, H. I., No. 3 General Hospital (McGill). Army P.O., London, Eng.

McKechie, R. E., No. 3 General Hospital (McGill). Army P.O., London, Eng.

Williamson, H. F., No. 3 General Hospital (McGill). Army P.O., London, Eng.

Men enlisted and in training are as follows:

Savage, Alf., Lieut., Headquarters Staff, Three Rivers, Que.

Innes, R., Major, Officers' Mess, Wellington Barracks, Halifax, N.S.

Newton, Lieut: R., 34th Overseas Battery C. F. A., Kingston, Ont.

Durling, Lance-Corp. V. B., 132488, 73rd Royal Highlanders of Can., Valcartier, Que.

Fiske, H. J. M., Valcartier, Que.

Flewelling, D. B., Universities Overseas (4th), Montreal.

Williams, C. M. Training quarters not known.

F. L. Drayton, Royal Military College, Kingston, Ont.

The above addresses are correct as far as it has been possible to obtain them. If any graduate knows of corrections or additions that should be made will he kindly forward them to the Secretary of his class or to the General Secretary of the Alumni Association.

Dr. Alf. Savage, B.S.A., D.V.M., '11, has severed his connection with the college and has obtained a commission as Lieut. in the Militia Department. He had been engaged in veterinary work at the Montenegrin reserve camp at Three Rivers until a serious and dangerous infection of the hand necessitated his removal to the hospital. A successful operation was performed and after six weeks of treatment he is back on duty at Three Rivers.

F. S. Grisdale, '11, who until recently has been instructor in Agronomy at the Agricultural School at Olds, Alta., has been appointed to the principalship of a similar institution at Vermilion, Alta.

Mr. R. Newton, of Class '12, Principal of the Agricultural Schools for New Brunswick, has been in training at Kingston for the past few months, and has now been given a commission with the 34th Battery, C.F.A. He is still at Kingston.

News has come to hand that R. S. Kennedy, '12, has been wounded during the recent fighting in France.

Mr. O. A. Cooke, '14, is manager of a large farm at Macklin, Sask. We wish him every success.

Mr. F. L. Drayton, '14, has left to take a course at the Royal Military College at Kingston preparatory to leaving for active service.

R. Dougall, '14, has been appointed to the position of Assistant in Physics at Macdonald College.

H. J. M. Fiske, '14, has enlisted and has been engaged in Y. M. C. A. work at Valcartier during the late summer and fall of 1915.

Wm. Newton, '14, has been promoted to the position of Soil and Crop instructor for the Province of British Columbia, with his headquarters at Victoria, B.C.

"Andie" Taylor, '15, has taken up his favourite line of work and is engaged in extension work by the Poultry Department of Macdonald College.

Wilfrid Sadler, '15, is engaged in Bacteriological work in the Bacteriology Department of the same institution.

L. C. McOuat, '15, probably the most robust of the graduates of Class '15, is acting as assistant demonstrator to W. G. MacDougall, B.S.A., at Lennoxville, Que.

Ellard Hodgins, '15, better known as "Bill," is carrying on the multitudinous operations of farming at his beautiful place near Portage du Fort, Que.

J. E. McOuat, '15, is employed by Macdonald College in agricultural extension work among the rural schools.

Geo. C. Boyce, '15, who has been assistant demonstrator at Ayers Cliff during the summer, is now at home on the farm at Athelstan, Que.

James H. King, '15, is demonstrator at Cookshire, for the county of Compton. His school fairs at Cookshire and Scotland were quite successful and well attended.

Harold B. Roy, '15, being the fortunate owner of two languages, is engaged as a demonstrator in a French-speaking county in northern Ontario. His address is North Bay, Ont.

E. M. Ricker, '15, our worthy president, has been engaged during the past summer by the Boston & Maine in railroad work. His address at present is 45 Fairmont Ave., Malden, Mass.

When last heard of, Fred. Y. Presley, of '15, was taking some post-graduate work near his home at Malden, Mass.

W. G. MacDougall, '15, is Macdonald College demonstrator at Lennoxville, Que.

V. B. Durling, '15, who was acting as demonstrator at Lachute, Que., has enlisted with the 73rd Highlanders and is stationed at Valcartier, Que.

BIRTHS.

Amongst the recent arrivals to Alumni members are:

A son to Capt. and Mrs. R. Innes. April 4th. Charles Heming.

A daughter to Mr. and Mrs. F. S. Browne.

A daughter to Mr. and Mrs. J. K. King.

A son to Mr. and Mrs. J. S. Dash.

A daughter to Mr. and Mrs. F. S. Grisdale.

A son to Mr. and Mrs. W. J. Reid.

Ben Richardson evinces extreme anxiety to have corrected an erroneous statement made in one of the last issues of the MAGAZINE, to the effect that he was one of the proud parents of a baby girl. Ben maintains that his baby girl is a boy, and in proof of his statement sends its photograph in manly attire, which may be seen upon application.

MARRIAGES.

During the past summer three members deserted the ranks of the bachelors, relinquishing their state of blessed singleness to swell the gradually increasing lines of the Benedicts.

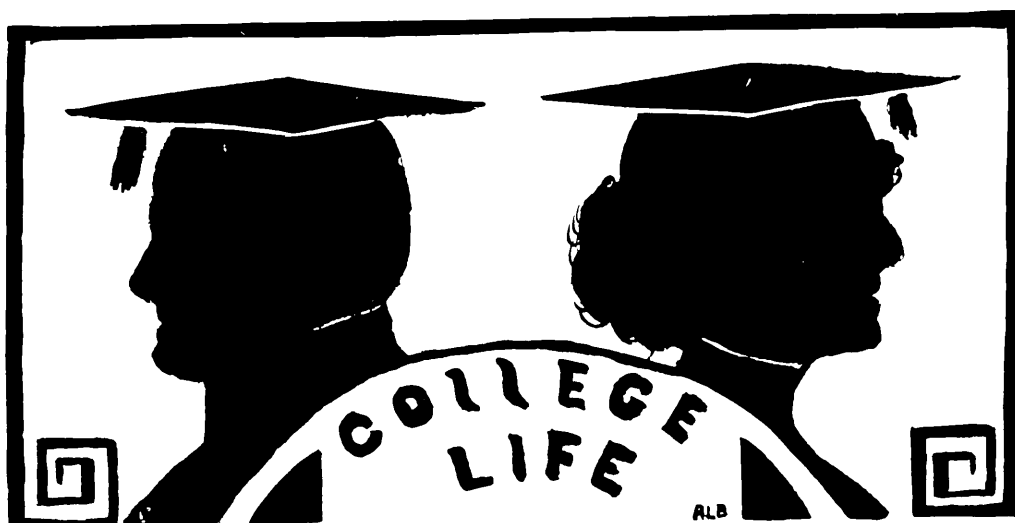
A. F. Emberley, '13, was married in July to Miss Una Webster of Ayer's Cliff.

W. H. Gibson, '13, Superintendent of the Experimental Farm at Indian Head, Sask., was married to Miss Kathleen Le Sage Ingram at Regina on Sept. 16th.

Mr. C. H. Hodge, of Class '14, who is a demonstrator at Richmond, Que., was married to Miss Mary Boyd, Danville, Que., on June 28th.

The marriage has taken place of Lieut. R. S. Kennedy, of the 12th West Yorkshires, to Miss Lilian Beatrice Kingsmill Cook, London, Eng.





THANKSGIVING HOLIDAYS AT THE COLLEGE.

Thanksgiving Holidays—what joyous thoughts they must have conjured up for those who were going to spend them at home! What dreams of roast turkey and pumpkin pie and the other “tuck”, that is symbolical of Thanksgiving! But what of us unfortunate beings who had to remain at the college and whose greatest expectations could not be raised above roast chicken; but, still, roast chicken is not to be despised. We were casting wistful looks at the happy, chattering girls with suitcases and the train that was to carry them away to the best of all places—home.

The feeling of loneliness, however, was very much alleviated that night at the movies. Some of the pictures were not elevating, to say the least, but they were a minor detail when compared with the joy of being out after eight o'clock instead of “with blinded eyesight poring over miserable books.” The next night, as the girls were allowed to have visitors, many of the boys came over to the girls' residence where they spent the evening in playing a great many games. Before leaving, the boys gave the college yells and cheered the girls, to which the

girls responded most becomingly. Sunday morning dawned peacefully and the church bells pealed forth, calling all to morning prayer. The remainder of the day passed quietly, as all Sundays do at the College.

At last the day came—the day on which we give thanks for the blessings bestowed upon us. It was a beautiful October morning, when the leaves were turning red and burnished gold, on which we showed our gratitude to the Maker, and we could not help thinking, as we knelt in prayer, of our brave soldiers who are doing the great work for those who are left behind; and thinking of them seemed to make us doubly appreciate past mercies.

After the service we returned to the College with thankful spirits which were not diminished by the thoughts of dinner. The realization of dinner proved greater than the anticipation, as all Thanksgiving dinners do. The afternoon gradually changed into twilight which brought with it the noisy tread of many feet and the hum of merry voices mingled with laughter which rang though the corridors of Old MacDonald once again.

E. H. and A. C.

REORGANIZATION OF CLASS '16.

Three years have gone by and we find ourselves beginning our fourth and all of us hope, our last year at Macdonald. Not that we are glad to leave Old Macdonald's buildings and halls, but we must make a start in life some time, and it was with that aim that we entered College in our Freshman year.

The original members of "old '16" are few, but still the *same men* who entered only advanced four years in both age and experience. Some of our men left us in our first year for various reasons; others in our second year to put into practice the experience they had acquired in those two years; in our third year we were joined by brethren of a similar calling to our own, from N.S.A.C. In this year we also lost some of them and some of our own veterans. The call of King and Country was too strong for them to resist, and we lost some of our bravest and best in this way.

This year we assembled seventeen strong with George C. Hay as President. This is George's second term in that position and it was because of his ability and worth that he again was chosen to lead Class '16.

The following are our executive officers:

Hon. President Dr. Harrison.
 Hon. Vice-President.. Prof. Lochhead.
 President G. C. Hay.
 Vice-President W. E. Sutton.
 Secretary J. H. McOuat.
 Treasurer A. E. Hyndman.
 Committee J. C. G. Fraser..

LITERARY SOCIETY EXECUTIVE:—

Hon. President . . . Prof. H. Barton.
 Hon. Vice-President. R. Summerby.
 President Chester Lyster.
 Vice-President G. Fenoulhet.
 Secretary R. Schafheitlin.
 Treasurer T. H. Biggar.
 Committee J. A. Ste. Marie.
 J. G. C. F.

REORGANIZATION OF CLASS '17.

Another year has come and gone, and we find ourselves Juniors—whether or not we remain Juniors for the period of a year, of course, remains to be seen. But, notwithstanding the numerous pitfalls (examinations) with which our path is beset, we succeeded in collecting enough optimists by October 5th to proceed with our class elections. The original number of members of Class '17 is pitifully small, some having fallen by the way (in other words, plucked), others having gone home to prove out on their farms the knowledge they have already obtained, while others—some of the best men of the class—have answered their country's call, and have made the ultimate success of themselves to their country. To Messrs. Jones and Creed, of Class '16, Mr. Higman, of O.A.C., and Messrs. Buckley, Mackenzie, Mackenzie, Taylor and Cunningham, of Truro, N.S., incoming members of our class, we extend a hearty welcome. Our prospects for a successful year *seem* good ??? To represent our class officially we have elected the following officers:

CLASS OFFICERS.

Hon. President Prof. Lochhead.
 Hon. Vice-President.. Dr. J. F. Snell.
 President S. R. N. Hodgins.
 Vice-President R. Fiske.
 Secretary R. M. Elliott.
 Treasurer E. G. Wood.
 Committee.. . . . A. F. Bothwell.

LITERARY SOCIETY.

Hon. President Dr. W. D. Mac-
 Farlane.
 Hon. Vice-President . . Mr. W. Sadler.
 President L. R. Jones
 Vice-President T. Hetherington.
 Sec.-Treasurer T. Rankin.

S. R. N. H. & R. M. E.

SOPHOMORE CLASS.

It was not until Monday, Oct. 4th, when we gathered together for the election of officers, that we realized how greatly we had decreased in numbers since the previous year. Several of our best men have enlisted for the war, while others are unable, for various reasons, to continue the course. The men chosen to lead Class '18 for the coming year are as follows:

Hon. President . . . Dr. Lynde.
 Hon. Vice-President Mr. L. C. Raymond.
 President R. A. Derrick.
 Vice-President . . . W. N. Jones.
 Secretary S. Y. Cameron.
 Treasurer H. M. Birks.
 Committee-man . . A. J. Buckland.

LITERARY SOCIETY.

The officers of the Literary Society were chosen on Oct. 14th and are as follows:

Hon. President . . . Prof. H. Barton.
 President S. F. Tilden.
 Vice-President . . . G. E. Arnold.
 Sec.-Treasurer . . . R. G. Hodge.
 Committee { G. D. Matthews.
 { W. N. Jones.

The purpose of the society is to give the men training in public speaking and debating, and although the first meeting of the society has not yet been held, we are all looking forward to some interesting discussions. Three members of the class debating team for last year are on the executive of the society, and with these men to lead us we hope to maintain the high standard set by the society last term.

THE INITIATION OF CLASS '19.

Class '19 came to Macdonald on Monday, September 27th, with 37 husky boys ready to enter the new life, the majority of them standing five feet nine inches. The first thing they thought of was to get organized, so that they would

be ready to meet the sophomores face to face when the time of the initiation came. Various suggestions were made as to what to do with the sophs and get free of the initiation. Some boys shook with fear when anyone spoke of it. Others were ready to fight the whole class of sophs.

Monday and Tuesday passed and Wednesday came. We expected the fun on Wednesday night, and thought of it all day. Just by luck, a couple of sophs had not turned up, so we were left over for another day. A few beds were dumped that night and some lads had to sleep on the mattress on the floor, owing to the fact that they were not able to put their beds together again.

Thursday was the day which was as long as a week. It never seemed to pass, but at last tea-time came and after that shaking and trembling started. Oh, how everybody wished it was over! Some boys went to bed early and others played basketball and some went down town to pass the time.

About 10.30 p.m. the sophomores were busy running to and fro getting things prepared for the fun. The lights went out shortly after and things began to move a little livelier. First a mob of the sophs began running up and down the corridors shouting and yelling, "Open up," and screaming just to frighten us all they could. A few minutes later a bunch went from door to door, pounding hard enough to scare the life out of the fellow inside and demanded him to open the door. As soon as it was opened several rushed in and said, "Where is a towel?" They took a towel and put it around prisoner's head and face so that he could not see and led him out of the room and down the hall to the gymnasium where there was all kinds of laughing and shouting going on inside.

Now for the fun. The first thing they did when you entered was to blacken your chest with shoe polish and then march on to the next man with the indelible ink for a trade mark on the face or any place where he chose. Then a little further on to the crack barber of the residence who did the artistic cutting. A little hair was pulled out but that was nothing. From there to sign the list of agreements of various kinds, such as, not to fuss, smoke or wear sweaters in the dining hall, etc.

Now to the branding department where there was plenty of noise. First, plenty of heat was applied to your back with a raging blow torch until it was half fried and then a piece of ice to change the temperature. Next, the senior classes wanted their shoes nicely shined, so they had them done in many different ways, from the Boston fashion to the ordinary Quebec shine. If any of the boys were too fresh, they were made to get up on a table to sing or recite a little ballad, whichever was mentioned. Now for the finishing touch. Each man was led down the stairs to the swimming tank. The order was given to prepare for it and he was led to the place to enter. We were told to grasp the iron beam which runs across the ceiling over the tank and go hand over hand across. About half way over, the beam was greased and you began to slip. Down we went into the water, thinking all the time of never coming up, but the water was only five feet deep. After getting out we were assisted to our rooms to cool down and rest in peace.

The next day the fun commenced on the other side of the campus. "Oh, hasn't he got a dandy cut," and "Oh, I think that was mean," and, "It's a shame to spoil a fellow's pompadour," but it is all over now and we feel as brothers at home on the farm.

W. A. M., '19.

THE Y. M. C. A. RECEPTION.

The first social event for the whole Student Body of Macdonald College was held on Saturday evening, October 2nd, 1915. This event was the Annual Reception given in the Men's Gymnasium by the Macdonald College Y. M. C. A.

The guests were received by Miss Stewart, Dr. Harrison, Geo. C. Hay and J. G. C. Fraser. The President of the Association welcomed the guests and explained the reasons for holding the reception so early in the season. He explained that the Association desired the people to become acquainted, and that it was the purpose of the reception that everybody should go around and get to know the other people. To facilitate in breaking the usual reserve and shyness there were a few games or contests: e.g. "The Name Contest," in which the ladies and gentlemen were given slips of paper on which they were to get as many names of members of the opposite sex as possible. A prize was offered for the lady and gentleman getting the greatest number of names. Then a "Number Matching" game was played, in which the individuals able to match numbers formed partners for the promenade which followed. Miss Young won the ladies' prize in the name contest with 72 names and Mr. Birks the gentlemen's with 110. The latter was out to win and his prize was ample reward for his endeavours, not to mention the number of friends he made after he had won the prize.

Refreshments were served about 10 o'clock, and after supper Mr. Stanton kindly consented to play the music for "College Songs," while everybody joined in singing them. The Reception closed with the National Anthem and a few college yells were then indulged in.

The Association wishes to extend its thanks to the ladies who so kindly

played the music for the promenades, to Mr. Stanton for the "College Songs," and to Mr. Boving, who superintended the decoration of the gymnasium.

Y. M. C. A. ACTIVITIES.

The Y. M. C. A. meets every Sunday morning in the Men's Gym. at 9.30 o'clock prompt. These meetings are for the purpose of giving the students an opportunity to listen to addresses of prominent men, either local or otherwise. Authorities and specialists on different topics of interest to agricultural students, including rural, social, and political problems, are invited to be present and speak at these meetings. This year the executive have drawn up a very attractive list of speakers, and are looking forward to a good winter's programme. Up to date, three such meetings have been held. The first one, on Oct. 3rd, was addressed by our Principal, Dr. F. C. Harrison. This was his first official meeting with the new student body, and his address was mainly one of welcome to the students, particularly the Freshmen. No speaker was obtained for the second meeting on Oct. 10th, this being Thanksgiving Sunday, with most of the men away. Those who remained in residence, however, took part in a "Sing-Song," and enjoyed singing some of their favourite hymns. On the following Sunday, Dr. C. J. Lynde was the chief speaker. He had volumes of good advice for all of us, which, if followed, would enable a fellow to get the maximum out of his college course, from an educational, social and athletic standpoint.

The Bible Study Groups, which were organized last year, and proved so popular, are to be reorganized again this year, under the direction of Mr. C. B. Gooderham. These groups meet once a week to study and discuss conditions and

problems of the time of Christ, and their connection with present day life. Any fellow who has not already done so, would do well to get connected with one of these groups as early as possible.

Y M. C. A. EXECUTIVE COMMITTEE.

President J. G. C. Fraser.

Vice-President . . . R. C. M. Fiske.

Secy.-Treasurer . W. N. Jones.

Committee J. H. McOuat, '16.

A. E. Hyndman, '16.

E. C. Hatch, '17.

T. B. Rankin, '17.

S. Y. Cameron, '18.

R. G. Hodge, '18.

E. G. Middlemiss, '19.

J. W. Graham, '19.

Bible Study Group

Organizer C. B. Gooderham.

Musical Leader . R. Schafheitlin

W. N. J., '17.

THE McCORMACK CONCERT.

Great excitement prevailed among the girls when we learned we were to be allowed to go into Montreal to the McCormack concert.

Classes were just over for the day, and we were free to get ready. After an early supper we left for Montreal under the chaperonage of Miss McGill and Miss Hill. Upon arriving at the Arena we found that we were considered to be of such great importance that we had been assigned seats on the stage. We could hardly wait for McCormack to appear. In many cases the anticipation is better than the realization, but in this case the reverse was true. The vast audience was held spellbound, and when at last the concert was over, we came away with the feeling that we could have listened indefinitely to such wonderful singing.

The question then arose as to what we should do until our train left. The mention of the Castle Blend brought an enthusiastic response from each girl, and we joyfully wended our way there to have delicious coffee, sandwiches and ices of various kinds. The delightful orchestral music was especially enjoyed.

On the way home the passengers appeared to be much amused by our rendition of the college songs. Our pleasant evening was brought to a close with three cheers for Miss McGill and Miss Hill.

THE SCIENCE FEED.

On Saturday, the 11th of September, the Science girls were greatly excited for they were to have a feed that night. Do not think that it was the feed itself that caused the excitement for it was not. It was rather the teachers who had wild schemes for annoyance. What they would be would only be discovered later. At last, after a basket-ball match, the girls arrived at the gym. When they had all gathered, after more or less perilous passages, they made rather a strange picture. All were very happy. Some were very gay in coquettish beribboned caps, others not as gay but equally happy. After dancing for some time a few brave girls sallied forth for the "eats." The teachers were raging outside both doors waiting for an unwary science girl to appear. When one was caught the others were not allowed to remain in ignorance of the fact. With much danger all the Homemakers and Juniors were rescued and the feast went on. Then there was more dancing, and after singing "Auld Lang Syne," cheering the committee and saying good night to Miss McGill, the girls parted, feeling that they knew each other better than they had at the beginning of the evening.

C. O. T. C.

"Macdonald College on a war footing!" Such a headline would appear strange, but nevertheless true, to a large extent. At the beginning of the term, Dr. Harrison intimated that there would be some form of military training held here this year. Last year, we drilled and were gazetted as a regular training corps. However, this year it was decided to do things more thoroughly, so a canvas of the four years in Agriculture was made. The majority of the men signified their intention of taking part in the Canadian Officers Training Corps or C. O. T. C. as it is more popularly known.

The men taking part in this drill will have to attend forty drills between now and the end of March. If they are proficient, they may qualify for a lieutenancy in the army. To qualify does not place the recipient under any obligation, but it means a *trained man* instead of an *untrained*, if he decides to enlist for active service later on.

It is understood that we are to have a uniform of some description, khaki most likely, consisting of a tunic, trousers, and cap. No doubt more interest will be displayed when everybody appears in uniform, instead of a motley collection of jerseys and colored coat-sweaters, like last year.

It is only right, at a time like this, that those who remain at home should prepare for the future, when an emergency might arise where trained men would be invaluable.

In a college like Macdonald, which has sent nearly a hundred of its students and graduates to the great European conflict, the least the ones can do who remain at home is to prepare, keeping ever in mind our motto, "Mastery for Service."

MACDONALD COLLEGE LITERARY AND DEBATING SOCIETY, 1915-16.

On October 6th the College Literary and Debating Society was reorganized and elected the following officers:—

Hon. President..Principal Harrison.

Hon. Vice-Pres..Miss Stewart.

OFFICERS.

President.....L. W. F. Crothers.

1st Vice-Pres..Miss S. M. Montle.

2nd Vice-Pres..Miss E. Planche.

Sec'y.-Treas...G. E. Arnold.

MEMBERS OF THE EXECUTIVE.

Presidents Teachers' Literary Societies:

Miss D. Davidson, President Section "A" Literary Society.

Miss M. Lees, President Section "B" Literary Society.

Miss I. Woodhouse, President Section "C" Literary Society.

Miss L. Kirby, President Section "D" Literary Society.

Miss D. Curry, President Home Economics Club. (Household Science.)

C. S. Wright, President Class '19 Literary Society.

S. F. Tilden, President Class '18 Literary Society.

L. R. Jones, President Class '17 Literary Society.

C. Lyster, President Class '16 Literary Society.

Every student in the whole college is a member of the society, and is expected to take an active interest in all the proceedings.

The object of the society is to promote throughout the college a taste for good music, public speaking, and debating. We hope that all those who have tendencies and ambitions towards ac-

complishments in these arts will take advantage of the College Literary and Debating Society, that through its channels they may express themselves and give others an opportunity of deriving benefit from such expression of their thoughts.

ORGANIZATION OF VARIOUS LITERARY SOCIETIES AMONG THE TEACHERS.

The election of officers for the Literary Society took place in the gymnasium, September 30, 1915. Miss Montle presided. The meeting was largely attended and much spirit and enthusiasm were shown during the proceedings. Voices were by no means in a low pitch as the excitement grew greater. Every one present seemed well satisfied with the result of the elections as the young ladies chosen to fill these important offices are quite able to do so efficiently. They are as follows:—

President of Model Class—Miss E. Planche.

Secretary of Model Class—Miss L. Young.

President of Elementary Class—Miss D. Longworth.

Secretary of Elementary Class—Miss J. Lyster.

SECTION A.

Lit. President.....D. Davidson.

Hon. President.....Prof. Kneeland.

Lit. Secretary.....A. Dufour.

SECTION B.

Lit. President.....M. Lees.

Hon. President.....Prof. Kneeland.

Lit. Secretary.....D. Nolan.

SECTION C.

Lit. President.....I. Woodhouse.

Hon. President.....Miss Robins.

Lit. Secretary.....G. Veith.

SECTION D.

Lit. President.....L. Kirby.

Hon. President.....Mr. Thompson.

Lit. Secretary.....A. Chisholm.

Y. W. C. A. ORGANIZATION.

It has long been felt that a Young Women's Christian Association should be organized at Macdonald College, and definite steps were taken towards doing this, on Wednesday evening, Oct. 13th, when an Executive Committee was elected,—a Convener, and two representatives from each school. Those elected were:

Convener—Miss E. L. Hunter.

School for Teachers—Miss Graham and Miss McOuat.

School of Household Science—Miss F. Buzzell and Miss Travers.

The aim of the Association is to form Bible Study Groups, Mission Bands, and to do Red Cross work. Miss Una Saunders, Travelling Secretary of the Dominion Council, was present on Sunday, and gave us an interesting address about the work of the Association in the different Colleges of Canada.

E. L. H., '17.

SCIENCE ORGANIZATION.

A meeting of the School of Household Science was held on September 30, 1915. Miss Roach, president pro-tem., presided, and explained that the object of the meeting was to elect officers for the different sections of the School.

Miss Roach was unanimously elected president of the Junior Administrators and Miss Florence Buzzell as secretary-treasurer.

Miss Law was elected president of the Homemakers, Miss Mary Jamieson being made secretary-treasurer.

Miss Smith was unanimously elected president of the Short Course and Miss Heney as secretary-treasurer.

A meeting of the School of Household Science was held on Friday, October 1, 1915, to elect officers for the Home Economics Club of the School of Household Science.

Miss Roach, president of the Junior Administrators, presided and the elections were as follows:—

Honorary President—Miss Hill.

President—Miss Dorothy Curry.

Vice-President—Miss Patricia Anderson.

Sec.-Treas.—Miss G. O. Travers.

Representative from Junior Administrators—Miss Hunter.

Representative from Homemakers—Miss Mahaffy.

Representative from Short Course—Miss Blaiklock.

Dr. Harrison has kindly consented to address us at our opening meeting on Trafalgar Day, October 21st.

THE FRESHMEN ORGANIZE.

The Freshmen class held a meeting on Thursday, Oct. 14, 1915, for the election of officers for the coming year. The following officers were elected:

Hon. President Prof. Murray.

Hon. Vice-President . . Mr. MacLaurin.

President J. D. Sutherland.

Vice-President W. A. Maw.

Secretary C. H. Smith.

Treasurer F. W. Dogherty.

Committee-man D. Patenall.

LITERARY SOCIETY.

Hon. President Dr. Lynde.

President E. S. Wright.

Vice-President A. N. Pesner.

Sec. Treasurer E. G. Middlemiss.

Committee-man C. J. Hyde.

Committee-man D. M. Laurie.

The freshman class feel that they have made a very representative selection of officers and a very successful year is anticipated.

REORGANIZATION OF STUDENTS' COUNCIL.

On Wednesday evening, October 6th, a meeting of the Macdonald College Students' Council was held for the purpose of reorganizing that august body for the academic year 1915-16. What is the Students' Council? And what does it do? The Macdonald College Students' Council is an organization, the membership of which comprises all the heads of College activities. Its purpose is to deal as best it may with questions of general interest to the whole student body—in short, it serves as a pilot to keep the ship of state off the rocks.

Follows the personnel of the Macdonald College Students' Council for this year:—

- J. H. McOuatt, Editor College Magazine.
- L. W. Crothers, President College Literary Society.
- J. C. Moynan, President Men's Residence Committee.
- Miss Montle, President Court of Honor (Women's Res.).
- J. G. C. Fraser, President Young Men's Christian Association.
- A. E. Hyndman, President Men's Athletic Association.
- Miss M. Guthrie, President Girls' Athletic Association.
- G. C. Hay, President Class Agriculture IV.
- S. R. N. Hodgins, President Class Agriculture III.
- R. A. Derrick, President Class Agriculture II.
- J. D. Sutherland, President Class Agriculture I.
- Miss E. Planche, President Teachers, Model.

Miss D. Longworth, President Teachers, Elementary.

Miss B. Roach, President Science, Institution Administ. Jr.

Miss E. Law, President Science, Home-makers.

To represent the Council officially the following appointments were made:

President.....G. C. Hay, '16.

Secretary.....S. R. N. Hodgins, '17.

Treasurer.....R. A. Derrick, '18.

S. R. N. H., '17.

A NIGHT AT COLLEGE.

The gymnasium is the centre of attraction on this particular night, for the Teachers are to play the Science in basketball. The game is very exciting, and the Teachers and Science try to outdo each other in cheering for their teams. At eight o'clock all the fun ends, but only for a while. Study period lasts from eight to ten, and silence reigns, or should at least, but I'm afraid the much-abused proctors will tell you otherwise. Anyone happening to look out of her room may see a proctor marching up and down the corridor, trying to induce the atmosphere of study. When the ten o'clock gong sounds, doors open and kimona-clad figures rush out to visit anyone who is known to have something good to eat. We might say, "Students fed at 10 p.m." For half an hour unearthly sounds issue from the rooms, which we won't attempt to describe. All too soon the time is up, and everyone rushes to her room for fear of being marked absent. Now, only half an hour remains to get into an inviting-looking bed, because lights go off at eleven o'clock. There is a great deal of shouting and laughing and saying of good-nights; then finally the sounds die down, except for an occasional murmur

of someone who stubs her toe in the dark. The last thing heard is the tramp, tramp, and squeak! squeak! of the watchman's boots, as he goes up and down the corridors, jingling his keys and flashing his lantern into all the dark corners.

D. M. N.

MISS LOSANOWITCH'S VISIT.

We were privileged to hear Miss Losanowitch speak on Sunday afternoon, Oct. 17th, in the Assembly Hall. The whole college was present. Miss Losanowitch, who was introduced by Dr. Harrison, is the daughter of a former Serbian minister to the court of St. James. She spoke English with fluency and remarkable clearness so that she could be heard all over the hall.

She told us of the agricultural nature of her country, how the land was tilled by peasant proprietors, who live in sort of family gatherings of forty or more in one homestead. People who live like this on the soil, love the land with a passionate fondness that mere town dwellers cannot understand. They are a poetical people and make long ballads and songs which the father sings while the children are gathered round, thus they are handed on from generation to generation.

Then Miss Losanowitch told us how, during the previous war, Servia was not totally overrun, that many of the farms were tilled and the crops were gathered by women; but in this war the country is utterly overrun. Everything is destroyed, and the old people, women and children, who had fled from the borders, in their best clothes of priceless workmanship and beautiful design (because that was the only way they could carry them), all mud-stained and travel-worn, have nothing to live on and nowhere to go for safety. She told us of the utter

lack of necessities in the hospitals, where she herself had been nursing; how they were forced to see men die because they had no instruments to perform amputations, no anæsthetics, no doctors, no clean bandages and antiseptic dressings, and sometimes had even difficulty in obtaining water. She told us of the ravages of typhus, of the poor little children wandering about with no father or mother, picking up their food from charitable people or from the dust heaps.

No one could listen to this most tragic tale unmoved,—the sincerity of the speaker was so intense as she tried to bring home to us the trials of her country and the bravery and endurance of its people.

THE TEACHERS' BANQUET.

Will any of the girls belonging to that illustrious "School for Teachers" ever forget the banquet which was held for them in the gymnasium of the Women's Residence?

At eight-thirty all the guests were assembled, the music began, and many figures were seen gaily laughing and flitting around the spacious hall. In a few minutes each girl sought her partner, not a boy, for by this time you will have guessed that only the fairer sex participated in this dance.

As the room became warmer and warmer, many of us took refuge in the little balcony outside the gymnasium, and there in the moonlight we were reminded of many dances which we had attended before we were confined to the more strict routine of Macdonald College.

But, meanwhile, who are those girls walking up and down the campus, and watching anxiously each gate? "Tommy" had not yet arrived with the ice-cream and some people were seen on

the grounds acting in a rather suspicious manner. But at last all these anxieties were put to an end for "Tommy" appeared and the ice-cream was safely stored away till after the dance.

Soon the music ceased, but in a few minutes melodious strains floated from the corner of the room where one of our girls was seen standing beside the piano, with a sheet of music in her hand. The appreciation of all was shown by the applause which did not cease until another selection had been sung, and was equally well enjoyed. This was followed by a piano solo which was exceedingly well rendered and pleased everyone.

But those who had never heard Miss Montle recite did not know what a treat was in store for them. All gathered around her and waited for the recitation. Soon the room was filled with merry laughter, for who could have kept a sober face and listen to Miss Montle's elocution? The first recitation was encored, and was followed by another

one, equally as good, only a trifle shorter.

Shortly after, the doors were opened, and figures carrying trays of ice-cold lemonade were seen emerging from the hall. Oh, what joy! for these were followed by others with dishes of real ice-cream which we had not seen at College since that memorable day when we first beheld Ste. Annes.

Mrs. D—— was seen skating over the floor again and again, tray in hand, and many sighs of relief were breathed when we saw the glasses safely deposited in the many outstretched hands. When all the sandwiches, cake and ice-cream had been passed around, the happy crowd could be seen on the floor, each one enjoying herself to her heart's content.

A little while later a sleepy lot of girls trailed along the hall, and the one and only comment which could be heard was: "My, what a good time we had!"

G. S. T., '16.

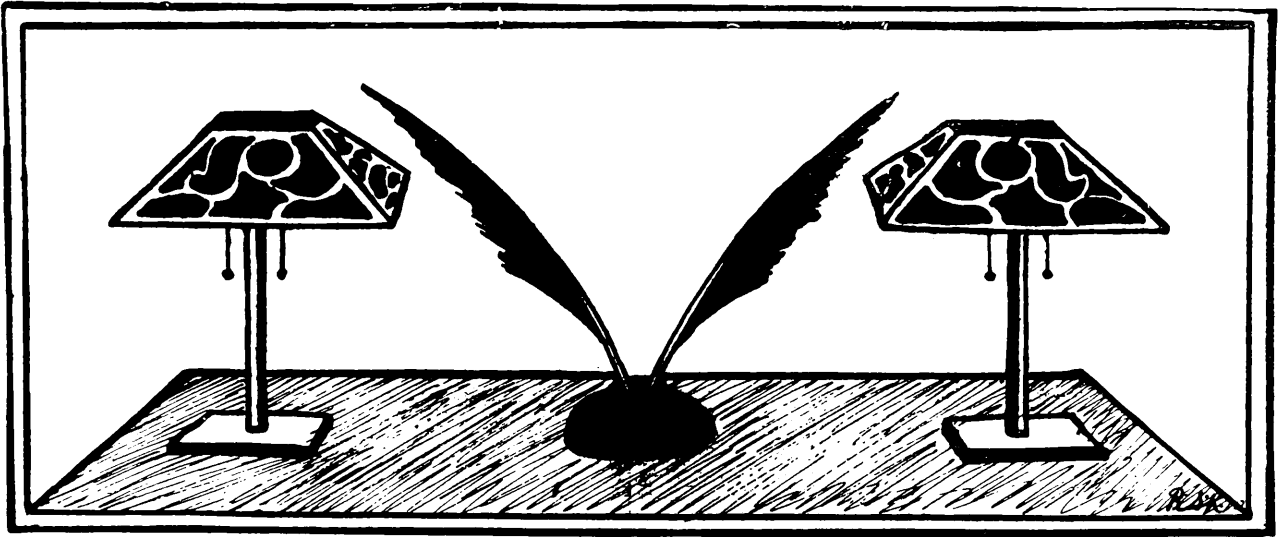
In this broad Earth of ours,
Amid the measureless grossness and the slag,
Enclosed and safe within its central heart
Nestles the seed Perfection.

By every life a share, or more or less,
None born but it is born—concealed or unconcealed, the seed
is waiting.

Out of the bulk, the morbid and the shallow,
Out of the bad majority—the varied, countless frauds of men
and States,
Electric, antiseptic yet—cleaving, suffusing all,
Only the good is universal.

All, all for Immortality!
Love, like the light, silently wrapping all!
Nature's amelioration blessing all!
The blossoms, fruits of ages—orchards divine and certain;
Forms, objects, growths, humanities, to spiritual Images
ripening.

—Walt Whitman.



Under the Desk Lamp.

MR. DASHWOOD'S DEPARTURE.

The School for Teachers, and in fact the whole college, have lost a great man in Mr. J. L. Dashwood. He left his position of assistant lecturer in English, History and Geography to obey the call of duty. He has gone to qualify as a Flight Lieutenant at the Longbranch Aviation School, in Toronto.

A large crowd of students and staff assembled to bid him good-bye at the station, but, with his characteristic dislike of fuss, he quietly slipped away by another route.

The feeling he left behind in the hearts of all the students and staff was that the college had lost *a real teacher* and *a man*. All his lectures were of such a nature that the students looked forward with expectation to the time when the next lecture was to be given. Speaking as one who has had the pleasure of attending Mr. Dashwood's lectures during parts of two years, I can honestly say that I never enjoyed being instructed more than I did during those years. This is not the writer's opinion only, but the universal opinion of all who have in any way been instructed by him.

We wish him every success in his new and dangerous profession, and look forward to his safe return to us when the war is over.

J. G. C. F., '16.

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The following is the greater part of a letter received from Arthur Milne, '17, who was Assistant Editor for the MAGAZINE last year. The letter will be appreciated by every person who reads it. Several other letters have been received, and we are sorry we could not publish them all. He writes:—

The night of July 16th and the early morning of July 17th will linger long in the memory of the Macdonald section, for during those hours occurred our passage over from England to France, almost the last lap of our journey, the ultimate destination of which was the front.

The rain was coming down hard when we lined up at Shorncliffe for the last time, about a quarter past seven. Soon the word of command rang out, and amid a last few hurried hand shakes, we were off. Slop! slop! slop! we went

through the mud, down the road and on to Sir John Moore's Plain. There we were halted, much to our disgust, for an inspection before leaving. Our feet were soaking and the water was about an inch deep all over; the rain was coming down in sheets, so we just turned up our coat collars, put our backs to the rain, leaned back with our packs resting on our rifles, and resigned ourselves to our fate. We stood thus for nearly two hours, and at last we were marched off. What a march that was,—sliding, slipping, stumbling down the hill that led

harbour just about midnight and reached the French harbour at which we landed about two in the morning. The night was a wild one and the passage a rough one, and nearly everyone suffered from "mal de mer."

No sooner had we reached the calm water of the harbour than we were hustled off the ship out on to the quay, where we heard words spoken in the French tongue, and knew that we were at last really in France. It was still raining, though not nearly so hard, and we straggled along to the end of the quay



Some of our fellows at Shorncliffe.

to the road along by the sea and then along the road for about three miles, the packs pressing on our shoulders until our arms were numb. At last we reached the Folkestone Pier and turned out on it. We thought we would never reach the end of it (personally I thought we were going to march across the channel), but at last we reached the ship, and got safely "packed" on board. What a relief it was to get our packs off; we had had them on for nearly five hours without a rest, and our whole equipment weighed at least 75 pounds. We left the

over the cobblestones, the light from the big gas flares glittering on the wet streets. Soon we were formed up, and then began the hardest march we have yet had. Through the lower part of the town we went, high, dark buildings on either side of the streets, and hardly a light to be seen. Up and up, always up! Over the cobblestone streets, slipping and stumbling along. The packs weighed heavy on our shoulders which were still sore from our march from Shorncliffe, but never a halt. Up, always up. Would we never halt? At

last the word came: "Halt! Fall out!" Many dropped in the wet street where they stood, others staggered to the sidewalks and reclined against the doorsteps. We would willingly have remained there the rest of the night, but the powers that be decreed otherwise, and soon we were off again, still ascending, up and up, always climbing, until at last the top was reached; past a barricade in the street guarded by French sentries, along a road about a quarter of a mile and we were at the rest camp at which we were to stay. That hill climb was at least a mile and a half long. It took us a very short time to get into the tents and soon were fast asleep.

On July 26th, a burning hot day, we entrained for further up the line. We travelled all afternoon, passing endless waving fields of ripening grain (I have never seen better crops anywhere). We stopped in a town of some size about 9 o'clock at night but were not allowed out of the carriages. What a night we spent! Some of us in the parcel racks overhead, and three on the floor under the seats. The rest of us distributed ourselves in some way on the seats, of which there were two, not long enough for two fellows to stretch out on. There was a sea of legs in the middle with nothing to support them, and every now and then someone would pull out a leg and disturb the mass. At last the morning dawned, and after travelling about fifteen miles more, we detrained and marched about three and a half miles to the rest camp where the Princess Pats (which regiment we were to reinforce) were encamped, and where we remained for six days.

While here, McCormick, Ashby, Baily and I were on guard over some tools near some reserve trenches about a mile from the firing line. Quite close was a village which had been shelled and was entirely deserted. All that remained of a fine large brick church was a tower

half shot away and the remains of the outside walls. Hardly a house remained untouched and several were just heaps of debris. The ends of the streets were barricaded with sand bags, ready for defence. It was here that we got our first sight of what war meant.

On the night of August the 2nd we went into the trenches for the first time. It was raining (our usual luck) and the cobblestone roads were slippery, our packs were heavy and the road was strange. We knew that we were going into the trenches and that was all: what would happen before we reached there we did not know. We passed through two towns on the way, and after making about four miles reached a place where we left the road and took to the fields to enter the trenches. In the distance we could see the star shells bursting in the air and lighting up the country for hundreds of yards, light as day, also the rattle of machine-gun and rifle fire. I can hardly describe my feelings, going into the trenches for the first time—the uncertainty of the unknown, wondering what would happen, expecting every minute to hear a shell come over, and expecting an attack any minute! Brunt told me afterwards he felt so tired that he wouldn't have cared if a shell had struck him. After crossing an open field we struck a long communication trench, which twisted in and out, and after many halts reached the reserve trenches in safety.

We had an extremely easy time in the trenches; they were very good ones, having board walks, and were 350 to 600 yds. distant from the Germans. We did all our own cooking, and slept in dug-outs which were too low to sit up in. We were four days in the trenches and then four days back in billets (a barn close to a town) and so on alternately for 28 days. It was seldom that a German showed himself and we seldom

got a shot at one. The day after Warsaw was captured there was a great outburst of cheering in their trenches; they had evidently just heard about it.

We had quite a lot of work to do while in the trenches at night, and "Stand to" twice a night—8.30 to 9.30 and 2.30 to 4.30, the hours at which attacks were most likely to be made. Losing so much sleep at night, we soon learned to sleep in the day time.

There isn't a great deal to tell about our life in the trenches. One night just as we were waiting to be relieved, a big explosion occurred just along the line to our right. We thought it was a German shell and expected an attack which we got ready to receive. Almost simultaneously rapid rifle and machine-gun fire opened up on both sides which added to our excitement. We were all ready, with bayonets fixed, lined up behind the parapet, when an officer came along and told us that our engineers had been blowing up an old ruin in front of our line. Another time we were working just behind the firing line when a German "whiz-bang" went close over our heads and burst about 30 yards behind us. We immediately took cover behind the parapet of the firing trench expecting others, and a couple of minutes later we heard "whiz-bang" again, and a high explosive burst on the parados (or rear wall) of the trench we were in, not 30 feet away, and sent a shower of dirt over us. The nose of the shell flying forward went through the sand-bag wall of a dug-out, taking a piece out of the scalp of a man inside—rather a close shave.

The 2nd Universities' Co. joined us here at rest camp on Sept. 1st. Ford and A. E. Raymond, graduates of the College, were with them, also Dick Heslop from the College, so Macdonald College is now pretty well represented in the Princess Pats.

Yesterday morning, about seven o'clock, we saw a scrap almost overhead, between a German aeroplane and one of ours. They were both armed with machine-guns and potted away at one another. All at once ours tipped, looped the loop, and then fell a short distance. We thought he was done for, but he righted himself, and just at that moment the German plane started to fall and planed rapidly down to earth at a sharp angle, well within our lines. One of the two men was killed in the scrap, and the petrol tank pierced with a bullet. Just as he was landing, the remaining German turned his machine-gun on some of our soldiers running towards him, and one of our fellows was killed. Our soldiers opened fire in return and the German was riddled with bullets.

Just now we are packed up ready to move—where we do not know. We won't know till we get there. I think it probable that we won't have such a quiet time as we had the last time. What we are going to do, we don't know. We only know we are leaving here.

I have been writing this most of to-day and fear it is somewhat long and not very interesting. However, it may give you a little idea of how the boys who left Macdonald last March are getting along.

I forgot to say that Patterson is in the Machine Gun Section and that Kelsall is a signaller. Eric Boulden is "Company Barber" and fills the bill excellently.

Very sincerely yours,

ARTHUR R. MILNE.

"Somewhere in France,"

Tuesday, Sept. 14th, 1915.

P. S.—Sept. 15th. Marched 15 miles last night with full pack, resting to-day. Expect to move on any time.

A. R. Jones, '17, gives us a description of their surroundings from a different standpoint than does his class-mate and, probably, his tent-mate (for they are in the same company), A. R. Milne. The letter is written to his parents.

Somewhere in France,

Sept. 21/15.

I am stylish to-day writing in ink (perhaps that will show my writing up worse than usual) but it is of necessity. You see, I have one pencil and my pen, which is full of ink now, and when it is empty I don't know when I am going to get a re-fill, so that most of my letters I write in pencil. My pencil is now being used by his honor Pte. W. J. Paterson, of the Machine Gun section, who is sitting beside me here at the table, *Table, notice*, writing a letter home.

You noticed I said table. Yes, we are writing on a table (of a kind), the first table I have sat down to for months. We are in new billets, dandy ones, as nice, in fact nicer ones than we were in last time, and that's going some.

You know the billets we were in before, when we came out of the trenches or the rest camp, I mean, beside the river. Well, we stayed there about two weeks and had a good rest; that was when the 2nd Universities Co. joined us. Then one night they told us to move off, so we packed up everything we had and threw away all we couldn't carry, because each time we pack our kits it seems that we have to throw away something, either because there isn't room for it, or else because it is heavy to carry in comparison to its value to us. At first, I used to pack an extra shirt and an extra suit of underclothes, but they are all gone now; piece by piece I threw them away, also my knife and fork, hair brush and comb, clothes brush, and all things

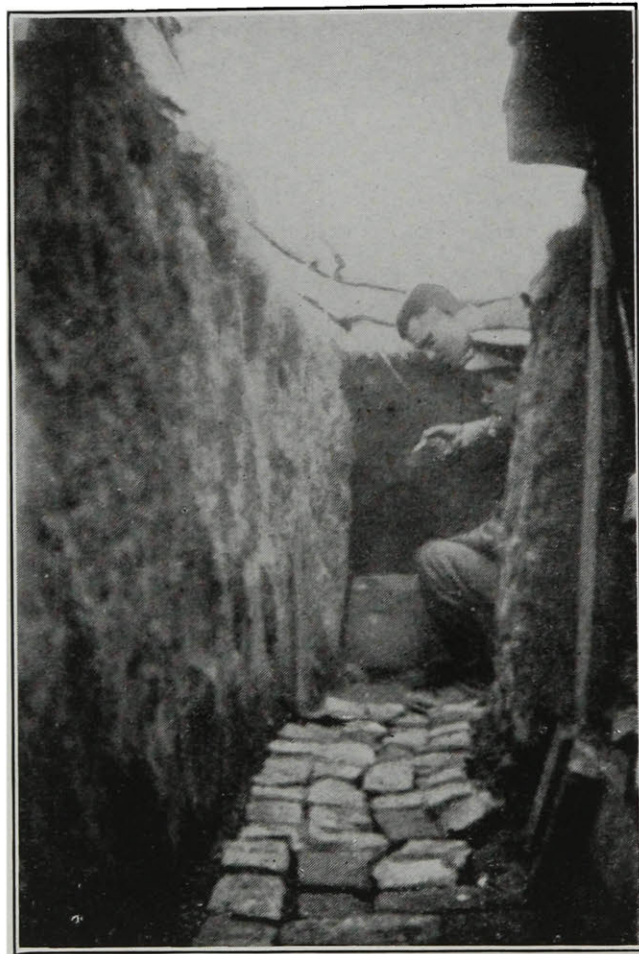
which I found I could do without easier than carry them.

The night we left the rest camp, we started out about 6.30 and kept marching until 12.30, going about 15 miles in all. It was some march, all right, quite a few fellows being obliged to fall out from exhaustion. In those long marches you get so tired and sleepy that you don't know much what goes on around you; you just plod along at an easy jog, not hearing when anybody speaks to you, or caring if you did. After a while it is easier to keep going than to sit down and rest, because often sitting down it is almost impossible to rise again. That march had a pleasant ending. We reached a village with a large chateau, and we went inside the grounds and bivouacked under the trees. After a long march like that, a bivouac simply means putting on your great coat, laying down your rubber sheet and lying down on it. I bet you we could break all records for going to sleep quick. You drop asleep almost before you get stretched out.

It was a nice little place where we stopped and the regiment stayed there three days. We could buy coffee and biscuits at the stores, and a couple of times we walked out to where they were picking hops and talked to the people in French as best we could. From the village we had about a four mile march to the place where we entrained. Our platoon was the last to go, as we stayed behind to load on the trucks and things. I posted you a card the other day telling you how we had travelled in observation cars. Well, most of the regiment went in box cars, cars labelled like this: (Chevaux—Horses 8) (Hommes—men 40). The only trouble was that often there were 42 or 46 instead of the regulation 40. Well, when it came our turn to get on, there wasn't any room, so the

Capt., Arthur Milne and his brother, Bradford and two or three others of us jumped on to a flat car, underneath the waggons, and travelled *a la observation* car. We considered ourselves mighty lucky to get such a good spot, instead of being crowded in the cattle cars. We slept underneath the waggons that night and the next morning just sat with our legs dangling over the car watching the

probably these were taken from the streets of London. We sat up on top of the bus, with our packs on the seat beside us, enjoying the ride to the full; sometimes a tree close to the road would brush our hats off or sweep across our faces. I wish we had busses to ride in all the time. We reached our present billets after a couple more short route marches.



Cooking our Food—Warming up bully beef and hard tack and making tea. (Contributed by one of the fellows whose letter was not received by the Magazine.)

country as we passed along, through villages and cities. It was the most interesting train ride I have ever had and we were all sorry when it ended, I mean the observation car crew, the other fellows were heartily glad.

After we had unloaded all the waggons and camp kitchens, etc., we had a nine mile ride in motor busses, the big double deckers like those used in London;

As I said before, these are great billets. We have long huts to live in, built in the shade of a long avenue of tall trees, on the banks of a river. It is a very pretty river, only six yards from the shack, lined with tall trees on both sides, and as clear as crystal. It is small, of course, all the rivers are small here. It is about the size of the Otonabee at Peterboro, and is nice

and deep for swimming. They are pretty careful about our swimming, we can only go in when there is an officer present. The table I mentioned is the funniest table I ever saw; it is made out of willow reeds, woven together, just like a willow chair. The seats are made similarly.

Most of the fellows are well, all except Brighton, who is still at the hospital. We have not heard how he is. Pat is in the next shack to me. To-night, all of us Macdonald fellows are having a feed out of a tin of peas and a tin of beans and a few other things which we bought at our last halting place. We are going to make it a good one, because I don't think we can buy much stuff here, except bread, and that is 40 cents a small loaf, so we are not going to buy much.

Oh, I have not thanked you for the *Munsey's Magazine*. It came with the mail to-day and is a dandy. I am going to keep it to read in the trenches. To show you how much it is appreciated, I have had to promise to lend it to four fellows already.

P. S.—I have eaten the chocolate you sent and it was A 1 spiffing, and was nicer than the cake and shortbread, if that could be possible. Don't worry about us not having a good time here. We are all agreed that we couldn't be happier if we wanted to, and we are having a swell time.

Your affectionate son,

REGINALD.

o o o

A REMINISCENCE.

MY DEAR EDITOR,

You must forgive me for overcoming my natural and innate temerity and addressing you in a manner so endearing. The appellation "My Dear" is so charming, so delightful, so mon-ami-like, and the opportunities for using such are so infrequent, that I embrace

this, the present opportunity, and in defiance of all editorial and desk-lamp conventionalities, herein address you as "My Dear Editor." I am perfectly sure that my reminiscent ramblings will be of no interest whatsoever to your readers; but in order to accentuate and focus attention upon these matters which are of interest I offer my services and willingly consent to be the contributors' goat.

During the past summer a number of present and past adherents of Macdonald found themselves by a series of coincidences in that part of the Province of Ontario which is not infrequently, and not without reason, called the "Garden of Canada." In official publications, and in books bound up with red tape, this same garden is known as the Niagara Peninsula. We are, however, here not concerned with the matter geographically, but aesthetically; and in spite of all the blue books, and in spite of those who would reduce all beauty, all charm, and all art to a dry, impersonal mathematical formula, it shall be to us the "Garden of Canada." This garden has at least one feature in common with the historical "Garden of Eden"—a plentitude of fruit. For specific information pertaining to other possible similarities of features, I must refer you to members of our party more capable of judging such, and more apt at taking advantage of analogous conditions.

Your readers, my dear Editor, must at once become aware of the personnel of the party. It is not my purpose to publish the names in order of precedence, for to seek or assume precedence on the part of any would savour of lack of taste. Jones, alias Bumpus; Fiske, of 1914, the third of the race, Fiske, tertius; Hyndman, synonym, Chic; Chauv; Dickson; Gibbon; and the humble narrator comprised the constitution. The chain of circumstances, the series of coincidences, the variety of reasons which had been

responsible for the gathering together of these professional products of our Alma Mater, would need a tale, the telling of which would take too long. The particular event of which I wish to make special mention was all the result of an idea of Fiske's. It was a splendid idea from the start, and appealed to us all. He proposed that we hold a re-union, and that we have a day together. The proposal was accepted, and we all said, "name the day." Fiske named the day and the day was Monday. It was a red-letter day for me, and one not readily to be forgotten; not because Fiske named it—although I must admit that it is the first time I have ever succeeded in persuading anyone to name the day for me; not because it was Monday, for do we not have fifty-two every year—and many years can I remember. No. I have reasons very real and very vital; firstly, I ceased sleeping at half-past six a.m.—no light achievement; and secondly, I had a ride in a motor car. I had been in a Ford many times before, but this was a real motor car, a proper motor car. Those of your readers, sir, who would learn of the achievements of the Ford should consult the humour of the latest book of Ford; those who would learn of the capabilities of a motor car should have been with us on that memorable day.

It was a Monday, as I said before. We did not choose Monday because we preferred to do so; we did not choose Monday because motor cars are more desirable on Mondays than on other days; we did not choose Monday in order to be unconventional; we chose Monday because it was the only day on which we could all accompany each other, and it was the only day on which we could have the motor car. We had two cars. One was a very good one. The other was better. I would willingly mention the names of the makers, but

I am proverbially so "hard-up" that some of your readers might misconstrue me and mistake a reminiscence for an advertisement.

The day together was the prime idea of Fiske; the motor car was his subsidiary idea—he managed it through influence. At noon, with the owners of the cars at the wheels, and ourselves equally divided—each in toto—we started from St. Catharines. Speaking municipally, we passed through Niagara Falls and then turned the noses of the cars towards Buffalo. We left them at the Canadian side and safely crossed the border. Arrived in neutral territory, we dined as sumptuously as our means would allow at a palatial restaurant of cosmopolitan nature and international repute. We visited the leading hotel in the city to sport upon the lounge—a most economical pastime; we saw Charlie Chaplin in the films—a most interesting episode; we forebore to give the yell of McGill—a wise precaution on a neutral soil; and we returned to the land of the maple.

We made a speedy passage. Some of us rode in the better car, Hyndman drove the other. He drove well, but he was at a disadvantage. His engine got hot, his tyre flattened, and his lights grew dim. The strength of the observations of the driver appeared to vary inversely as the strength of the lighting capacity of the car. While the engine cooled we dined again at Niagara—this time in a manner more in keeping with our peculiar epicurean tendencies. Arrived at St. Catharines, Fiske and Jones—who happened to have some money—paid such honoraria as were deemed desirable, and after interchanges of compliments, we each repaired to our several rooms. In one room were several; in another was

Your most humble

NARRATOR

To the Editor,

DEAR SIR,—Might a humble reader of the MAGAZINE be pardoned for sending you a few lines of appreciation in connection with a very happy little event which took place on the last Friday of the month of October.

On that lucky day, while all were occupied with the ordinary and unromantic duties of their daily tasks, a messenger appeared in our midst, the bearer of a mysterious message to the effect that the Principal of the Day School would like to have us come over to the school and see *something*.

The idea of seeing this unusual *something* appealed so much to us that we were soon wending our way over, determined to see for ourselves whatever it might be—a good boy, they are said to exist, or a captured German—we knew not what.

On arriving at our journey's end we passed through the portals and entered the abode of knowledge with our curiosity stretched to its limit. Here we were met by the Principal, who bore a smile of contentment such as only comes over the teacher's face—during school hours—when something very unusual has happened.

We were guided to the door of one of the elementary class-rooms and asked to enter. What a surprise awaited us! We were in fairy-land with all its attendant sights and delights. Witches peered at us from the walls, and all the famous characters of fairy lore seemed to be present.

At the front of the room on the platform, usually occupied by a teacher's ordinary desk, we found what really seemed to be an altar, almost bending beneath its load of fruits, vegetables and candy, all most carefully guarded by a hideous looking character who breathed fire and showed his teeth in a most appalling manner. It appeared from the

display as if it were an offering to a god in a heathen land, but which god it would be hard to determine.

Soon bright-eyed boys and girls went to the front of the room, and, without apparent fear, took from the altar apples, nuts, grapes and *that candy*, and offered them to the envious sight-seers. We were the gods—and the goddesses! It was then I heard one of the latter say, "Oh, why didn't I bring a basket?" and, do you know, I felt that way myself, for by the time we had visited five rooms, all so tastefully decorated and having such kind-hearted pupils, we hardly knew what to do or say.

We were all able, however, to express our appreciation of the skill and hospitality of the pupils, and of the kindness of the teachers in permitting us to take part in such a happy event, thus enabling us to have once more a speaking acquaintance with our old friend, Hallowe'en, whom some of us had forgotten.

And, oh, yes! just as we passed out of the last room, a boy whispered something to me about putting this in the MAGAZINE, and perhaps he meant what he said. At any rate, I have tried to obey his orders not because he gave them, but because I think that such efforts by our pupils should be encouraged and commended.

Hoping that such an event will occur again next year, and that still more people will be fortunate enough to witness it,

I remain, dear Sir,

ONE OF THE LUCKY ONES.

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MR. JULL'S BULLETIN.

We feel that we cannot let the MAGAZINE go to press without mention being made of the splendid publication, *Farm Poultry*, which has

just been issued by Mr. M. A. Jull, Head of the Poultry Department of this College. The material, the arrangement of that material, and the quality and number of the first-class cuts which are to be found all through the bulletin, make it choice reading. Throughout it is pleasing and attractive, and the different problems are dealt with in so natural a manner that it would be interesting to the merest novice in the poultry-keeping art.

In our experience, no poultry bulletin having the same completeness, arrangement and quality of illustrations has ever been issued. Representing the student body through the MAGAZINE, we wish to extend to Mr. Jull our sincere congratulations on the success of the result of his efforts, viz., his bulletin.

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EXCHANGES.

So far we have received very few copies of the Exchanges which were on our list last year. We sincerely hope that the war has not caused a decrease in their number, but that what is true of our MAGAZINE is true of all those which have not yet appeared, viz., that they have still to be printed.

Among the Exchanges received we are pleased to note *Acta Victoriana*, the *O.A.C. Review* and the *Argosy*. *Acta Victoriana* contains many interesting articles. All of them have some bearing on the war and are, because of that, interesting to more people than more localized topics would be. The treatise on Cotton is instructive and should appeal to the minds of all just now.

The *Argosy* number which is at hand is the Graduation Number. We wish to congratulate the editor on the extreme quality of the magazine and its uniformity in equality of subject matter, arrangement of material and the unusually large number of high-class cuts. Without a doubt, the *Argosy* Graduation Number is a credit, not only to the Editorial staff but to the University.

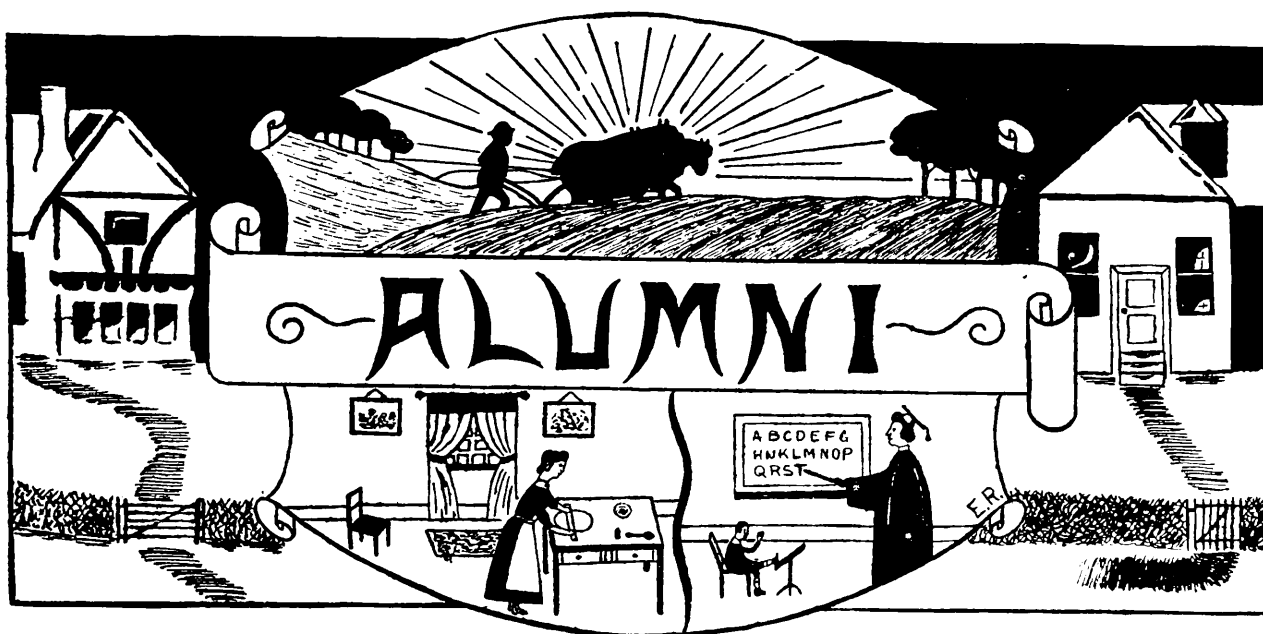
The *O.A.C. Review* is well supplied, as it always is, with articles of general interest. Several student articles appear, showing that once more College life has begun.

We are sorry that we have not had time, as a Board, to look more closely at our Exchanges.

Among the bulletins, reports and circulars received from the Provincial and Federal Governments respectively, we would like to mention *The Agriculture Gazette*, *The Bulletin of Foreign Agricultural Intelligence*, which comes to us regularly each month, *The Labor Gazette* and *The Agricultural Instruction Act*. Lately we received a copy of the *Connecticut Campus*, one of the few Exchanges we have from outside the Dominion.

Just now, when we have few contemporary magazines to look over for inspiration, new ideas and for comparison with our own issue, we value them more highly. We really hope that rather than be obliged to erase some names from our Exchange List, we may be able to add to that list and we extend our fellow sympathy to all during these difficult times.





HOUSEHOLD SCIENCE.

Miss E. E. Wadleigh, graduate Household Science, '15, enters Toronto General Hospital the first of December for a three months' course. Miss C. S. Duff, a classmate of Miss Wadleigh, enters the same hospital the first of January.

Miss Margaret Andrews, Homemakers' class, '13, is at her home in Stanhope, P.Q. Last year Miss Andrews was head of the Girls' Home, Montreal.

Miss Marion Ruddick, class '13, and graduate of Toronto Children's Hospital, left in July for a hospital in France to take up a Red Cross nurse's duties.

Miss A. T. Carlisle is an Instructress in Household Science at Edmonton, Alta.

Miss Douglas MacGregor, Homemakers, '15, is doing settlement work at Iverley Settlement, Montreal.

Miss Edith Babcock, Homemakers' class, '15, is doing settlement work in Montreal.

Miss Lois M. Cross, winter short course, '15, is in New York studying china painting.

Miss Vera McCreary, winter short course, '15, is also in New York. She is taking a three years' course at the General Hospital.

Miss Mary Brittain, Homemakers, '11, is to spend the winter with her sister, Mrs. Rutter, of Macdonald College.

AGRICULTURE.

CLASS '17.

Miss Portrey liked the district of Ste. Annes so well that she has taken up her residence in the village.

J. M. Gillespie has undertaken the management of his father's farm at Abbotsford.

Daniel Gruer is taking a course in Veterinary Science at the Toronto Veterinary College.

Bill Hay is teaching the young of Wordsworth, Sask. He reports that pay is good and work easy. We cannot blame him for remarking on the money these times.

P. D. Ross-Ross is working on the home farm at Lancaster, Ont.

CLASS '18.

M. L. Burnett is working in the Poultry Department at Macdonald College.

R. R. Small is at present with a surveying party in Northern Quebec.

C. G. Standish has given up the course in agriculture and is working as inspector of one line of work, at the Dominion Bridge Works, Montreal.

SCHOOL FOR TEACHERS.

Miss Lilian Kilburn, with her usual charm and ease, presides over the school in Ahuntsic.

The Misses Muriel Gillean and Winifred Eakin are teaching in Lansdowne School, Montreal.

The Misses Stella Hodge and May Drysdale are two of the most charming "school marms" in Mount Royal School.

The Misses Mildred Craven and Zelma Prather are carrying their knowledge from Macdonald to Dufferin School, where they each have a class of little ones.

Miss Maud Cromwell is teaching at a school in Three Rivers.

Miss Marjorie Travers is teaching this year at River Desert, Que.

Miss Dorothy Cruikshank is living in hopes of her pension from Mt. Royal School. She still has a few years to wait.

Miss Marjorie Baker is displaying her talents in teaching at Dunham.

Three of our last year's girls, the Misses Mildred Green, Julia Richards and Greta Cornell, are imparting their knowledge to the little ones at Rosemount School.

Miss Georgia Maine is gaining worldly fame at Strathearn School, Montreal.

Miss Marjorie Harris has succeeded in terrifying the children of Mount Royal School into speechless awe.

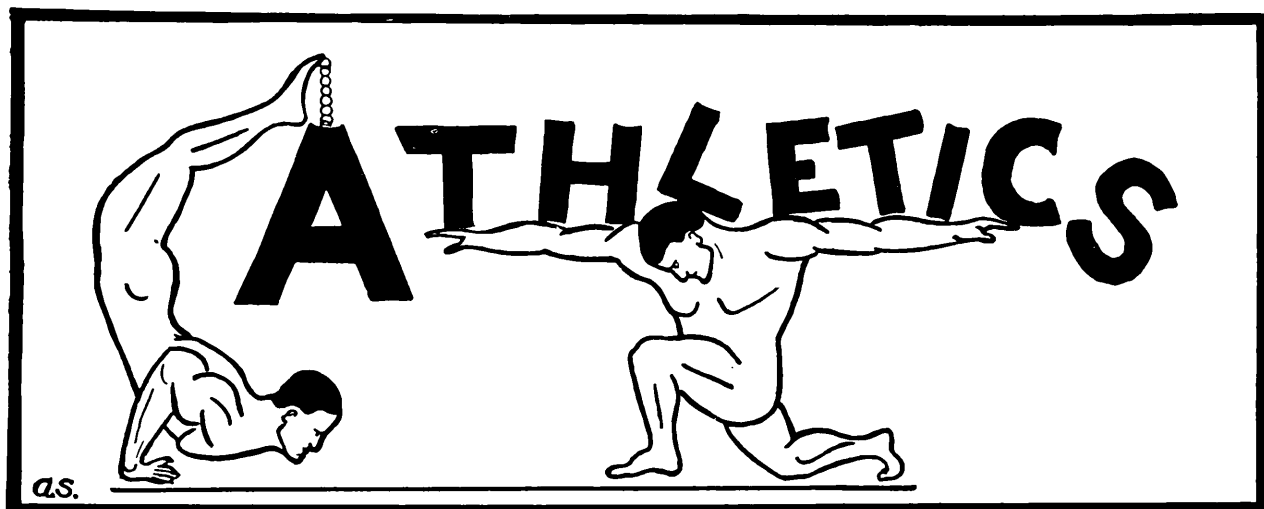
Miss Dorothy Finlay is the only one of the Westmount girls of 1915 who is teaching in her own home town. She has a class in King School.

Miss Lilian Robertson is lending her charms as directress, in the kindergarten of Sarah Maxwell School.

Miss Marion McNaughton is instilling knowledge into the minds of the youthful ones of Aberdeen School.

Miss Pearl Harwood thought that Macdonald Teachers were too well represented this year, so she is taking a Domestic Science course at her own home in Eustis.





DESPITE the fact that many of the men who played on the college teams last year are now at the front in France, or have left the college for other reasons, the prospects seem good for a successful season in all branches of sport. Credit for this must be given to the officers of the Athletic Association, who all take a very active interest in athletics, and who do their utmost to keep the college teams up to the standard of previous years, both by taking part in the games themselves and by encouraging others to take part. We are extremely fortunate in having these men at the head of the association. The officers of the Athletic Association are:

Hon. President Dr. Harrison.
 President A. E. Hyndman.
 Vice-President
 Secretary L. C. Roy.
 Treasurer Walter Sutton.

Also two committee-men from each of the four years:

Senior Year	{ R. Schafheitlin. C. Fraser.
Junior Year	{ S. Skinner. W. Dunsmore.
Sophomore Year	{ R. Reid. S. Tilden.
Freshman Year	{ C. Smith. D. Patenall.

A proposal was made this fall to change the college colors from green and gold to some other colors, owing to the difficulty of getting a suitable shade of gold. This difficulty has been overcome, however, and the rugby team is now equipped with green and gold stockings, while a number of sweaters in the college colors have been ordered.

The great difficulty this year with both the rugby and soccer teams is that not enough men are turning out for practice. For a good practice two full teams are required, and it is seldom that enough men are out to make up even one full team. More fellows from the first and second years should turn out, as they have more time to devote to games than have the senior students. As it is, the senior years are well represented on the teams. With only a few men turning out, those who have "made the team" are not forced to extend themselves to hold their places on the team, and their playing becomes careless and perfunctory. There are still a number of games to be played this season, so there is plenty of time even now for new players to come out and give the members of the teams a fight for their positions. The days for practice are, for soccer, Mondays and Wednesdays, and for rugby, Tuesdays and Thursdays.

FIELD DAY.

There was much uncertainty this year over the probable result of the Annual Inter-Year competitions, owing to the number of new men competing, not only from the freshman year, but also from the other years. Many men came out for the sports who had not taken any very prominent part in previous years, which made the results extremely doubtful. However, it was noticeable on Field Day that the men who had competed before, and who had followed a systematic course of training since college

third. Time, 12 min. 8 sec. The preliminaries of the 100 yds. were also run off on Monday. On Tuesday the 440 yd. race was held, and resulted in another win for Skinner, '17, with MacBean, '18, and Graham, '19, following him closely. Time, 60 sec. The preliminaries of the 220 yds dash and of the 120 yd. hurdles were also run off on Tuesday.

Field Day was Wednesday, Oct. 20th. The weather conditions were the best we have had on Field Day for several years. Rain fell on Tuesday night, but the



The start of the 220 yards race.

opened, took the most prominent part in the competitions.

The cinder track was completed this fall, and we now have a quarter mile track around the football field. All the running events were run off on the track, and although the part of the track which had just been completed was still rather soft, it made a marked difference in the running. The two-mile event was on Monday, and was close at all times, with a very fast finish for a distance run. This race was won by Skinner, '17, with Matthews, '18, second, and Jones, '18,

track and field dried quickly on Wednesday and the afternoon was ideal for the competitions. The seniors carried off the honours of the day with 55 points, 25 of which were won by W. Sutton, and 22 by C. Fraser. Skinner, '17, was the individual champion with 26 points.

Dr. Harrison has presented a cup to the Athletic Association, to be known as the "Harrison Cup," which will be presented to the contestant obtaining the highest aggregate score in the following events: 100 yds. dash, one mile, shot put, and high jump. Walter Sutton

was the winner of this cup with 10 points. Dr. Harrison and the staff showed much interest and assisted very greatly in running off the events. The officials on Field Day were:

Judges, Dr. Harrison and Dr. Lynde.
Starter, Prof. Barton.

Time-keepers, Mr. Raymond and Mr. Ness.

Scorers, Mr. Jull and John Moynan.
Announcer, Chester Lyster.

Special scorer for the Harrison Cup, Mr. Dougall.

Walter Sutton was the only man to break a college record. He put the 16 lb. shot 35 feet, 5 inches, beating Bailey's record of 33 feet 1½ inches made two years ago. Sutton also broke the record in the running broad jump, with 19 feet 5 inches, which was 2½ in. better than the former record.

The events and winners were as follows:

100 yds.—Fraser, '16; Skinner, '17; Burbank, '19. Time, 10 2-5 sec.

Pole Vault.—Norcross, '18; Wood, '17. Height 7 feet 6 inches.

220 yds.—Fraser, '16; Skinner, '17; Burbank, '19. Time 24 2-5 sec.

Standing Broad Jump.—Sutton, '16; Hay, '16; Fraser, '16. Distance 9 feet 2 inches.

Shot Put.—Sutton '16; Creed, '17; Hay, '16. Distance 35 feet 5 inches.

440 yds.—Skinner, '17; MacBean, '18; Graham, '19. Time, 60 sec.

High Jump.—Sutton, '16; Fraser, '16; Todd, '18. Height, 4 feet 10½ inches.

120 yd. hurdles.—Todd, '18; Hay, '16; Dunsmore, '17. Time, 20 4-5 sec.

880 yds.—Skinner, '17; MacBean, '18; Aldrich, '19. Time, 2 min. 17 3-5 sec.

Hop, Step and Jump.—Fraser, '16; Todd, '18; Wood, '17. Distance, 36 feet 4½ inches.

Throwing Baseball.—Sutton, '16; Pesner, '19; Hay, '16. Distance, 294 feet 5 inches.

One Mile.—Skinner, '17; Matthews, '18; Jones, '18. Time, 5 min. 23 4-5 sec.

Running Broad Jump.—Sutton, '16; Fraser, '16; Welsh, '19. Distance, 19 feet 5 inches.

Two miles.—Skinner, '17; Matthews, '18; Jones, '18. Time, 12 min. 8 sec.

Relay Race.—1, Senior year; 2, Freshman year; 3, Junior year; 4, Sophomore year.

This is the third year in succession that Class '16 has carried off the cup for the relay race.

The value of positions were: 5 points for first, 3 points for second, 1 point for third.

PRESENTATION OF PRIZES.

The presentation of the cups and medals won on Field Day took place in the Assembly Hall the same evening. Mr. A. E. Hyndman, the president of the Athletic Association, opened the meeting with a short address. After the chairman's remarks Dr. Harrison gave an interesting address in which he pointed out the benefits to be derived from an active participation in sport, and urged everyone to take up some game, not only for the game's sake, but also for their own sake. Miss McKay then favoured the audience with a piano solo, which was much appreciated and heartily encored. Next came the most interesting part of the evening's programme—the presentation of the prizes, which were presented by Miss Stewart, assisted by Mr. Sadler. The prizes consisted of silver medals for those winning first places, bronze medals for those winning second, and several cups.

The "Dr. Robertson Cup," for the year obtaining the greatest number of points, went to the Seniors, who had 55 points to the Juniors 34, Sophomores 28, and Freshmen 8.

The "Individual Championship Cup," for the man obtaining the most points

on Field Day, was won by Sam. Skinner with 26 points—four firsts, and two seconds.

The "Second Aggregate of Points Cup," for the man obtaining the second highest number of points, was won by Walter Sutton with 25 points—five firsts.

The "Harrison Cup," for the man taking the highest aggregate of points in

and then the meeting came to a close with the singing of college songs and the National Anthem.

o o o

On Friday, Oct. 22nd, several Macdonald men competed in the sports held at the opening of the new McGill Stadium. Walter Sutton won the shot put and the broad jump, while Carl Fraser



ATHLETIC ASSOCIATION EXECUTIVE.

Back row—Patenall, Dunsmore, Smith, Matthews, R. Reid, Fraser. Sitting—Dickson, Roy, Hyndman (Pres.), Sutton, Skinner. Seated on floor—Schafheitlin, Tilden.

the mile, 100 yards dash, shot put and high jump, was won by Walter Sutton.

The cup for the team winning the inter-year relay race, was won by the Senior year. The men who ran on the Senior relay team were Walter Sutton, Geo. Hay, Howard Biggar and Carl Fraser.

After the presentation of prizes Miss Comstock gave an excellent vocal solo,

was third in the 100 yds. dash. The other Macdonald men who took part were MacBean, Todd, Burbank and Maw.

RUGBY FOOTBALL.

The rugby team has been taken over by the Athletic Association, that is, the travelling expenses of the team will be paid from the funds of the association. This seems only right, for surely any

team worthy of representing the college should have the full support of the student body, and should at least have its travelling expenses paid. In addition to this, however, the Athletic Association intends to get a number of crests, which will be awarded to those who make the senior Rugby team. These crests will make a fine appearance on the new sweaters, and should be an inducement to the fellows to turn out for the team. Even if a man is not good enough for the team this year, he can turn out and help the team along, and at the same time he will be fitting himself for the team in future years. The Rugby team is entered in the Junior Quebec Rugby Football Union, with teams representing Shamrocks, Emeralds, and St. Lamberts.

RUGBY SCHEDULE.

Oct. 11th—Shamrocks at St. Lamberts.
 Oct. 16th—Emeralds at Macdonald.
 Oct. 23rd—St. Lamberts at Emeralds.
 Oct. 23rd—Shamrocks at Macdonald.
 Oct. 30th—Macdonald at St. Lamberts.
 Oct. 30th—Emeralds at Shamrocks.
 Nov. 6th—St. Lamberts at Shamrocks.
 Nov. 6th—Macdonalds at Emeralds.
 Nov. 13th—St. Lamberts at Macdonald.
 Nov. 13th—Shamrocks at Emeralds.
 Nov. 20th—Emeralds at St. Lamberts.
 Nov. 20th—Macdonald at Shamrocks.

The team is being coached by Mr. MacLennan. R. J. M. Reid is manager, and George Dickson is captain.

The first rugby game of the season was played on the college campus on Oct. 16th, against the Emeralds, and resulted in a victory for the visitors by a score of 15 to 5. The field was dry and the day cool, with only a light wind blowing, making the conditions ideal for football.

Considering that the team has had only a limited amount of practice, and that many of the players are new to the

game, the men played very well together. The Emeralds were the heavier team, and showed the more experience, but the college team could always gain ground on bucks. Perhaps this was due to the experience gained in Freshman-Sophomore rushes. The greatest weakness of the team was the inability of the college backs to hold punts. The visitors took full advantage of this, and gained the majority of their points in this way. In the last period our team had decidedly the better of the play, and secured a try which was not converted. They continued to force the play until time was up, but were unable to score again, and the Emeralds won the game. Bob Reid and Patenall played fine games, Smith showed lots of life, and Tilden and W. Reid played hard, clever games. Burbank played in hard luck, but should be a very useful man to the team before the season is over.

EMERALDS, 15.

MACDONALD, 5.

Carter	Flying Wing	Dickson.
Morrison	} . . . Halves . . .	{ R. Reid.
Rollo		{ Burbank.
Taylor		{ Patenall.
Hollingsworth	Quarter . . .	Tilden.
McGay	} . . Scrimmage . . .	{ Birks.
Pang		{ E. Reid.
McKenna		{ Walsh.
H. Hyland	} . Inside Wing . . .	{ W. Reid.
O'Brien		{ Lyster.
Samuel	} Middle Wing . . .	{ Smith.
Cuthbert		{ Laurie.
Eakin	} Outside Wing . . .	{ Roy.
Carroll		{ Chauvin.

Referee—J. Corrigan.

Judge of Play—A. V. Hamilton.

On Oct. 23rd the Shamrocks Rugby team defeated the college team by the score of 18 to 8. The day was cold, with a strong wind blowing, which made perfect play impossible.

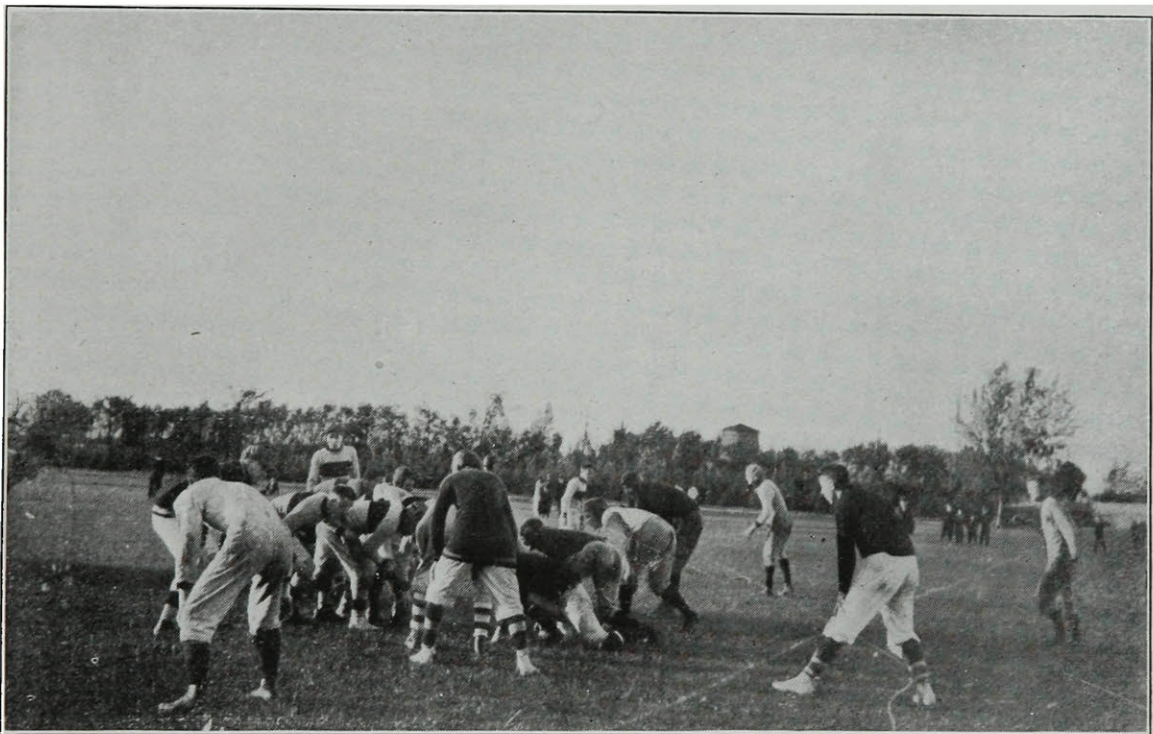


COLLEGE "RUGBY" FOOTBALL TEAM.

Ogilvy, Burbank, W. Reid, Doherty, Patenall, Walsh, Welsh, Tilden, Dickson (capt.), R. Reid, Lyster, Birks, E. G. B. Reid, Roy,
Chauvin, Holmes, Smith, Arnold, Laurie.

The visitors were a heavy, experienced team, with plenty of aggressiveness. They began the game with the wind behind them, which gave them an advantage, and with this to help them they soon had a big lead. Our fellows worked hard, but were uncertain in handling the ball, often making costly fumbles. In the last quarter Macdonald had the best of the play, and, with the wind to help them, made good gains. Bob Reid carried the ball around the end for a try, which was not converted. The game ended

Only one game has been played as yet, but it is expected that games will be played regularly hereafter. This game was against a local team, made up largely of Macdonald employees, and the result was a tie, 0—0. The afternoon was rather too cold for football, and the strong wind was also unfavourable. During the first half Macdonald had easily the best of the play, but could not score. In the second half, with the college team playing against the wind, the game was very even, both sides having several chances to score. The



Macdonald vs. St. Lambert's.

with Shamrocks on the defensive, playing hard to prevent scoring by Macdonald.

ASSOCIATION FOOTBALL.

Soccer has not attracted as much interest this year as in past years, owing to the lack of a regular schedule and the consequent difficulty of getting teams to play against. Very few men from the Freshman year have turned out for soccer, although anyone wishing to turn out for practice can get himself excused from student labour at 4.30.

teams showed lack of practice, and the combination was poor, passes often going astray. With more practice the team should make a better showing in future games. We are sure of at least one more game with the farm team before the season closes, and Doug. Matthews, captain of the team, is trying to arrange games with teams from the city. The line-up of the team was: Goal, Sutton; full backs, Fenoulhet and W. Jones; half-backs, Hay, Boving and Hodge; forwards, Matthews, McOuat, Skinner, Cameron and Todd.



COLLEGE "SOCCER" FOOTBALL TEAM.

Standing—Todd, McOuat, Sutton, Cameron, Dunsmore. Kneeling—Hay, Boving, Skinner, Hodge.
 Sitting—Fenoulhet, Matthews (capt.), Jones.

Girls' Athletics.



THE first meeting of the Girls' Athletic Association was held on September 10th. The officers and executive were chosen. The President, who was elected in June, 1915, for the year 1915-1916, is Miss M. Guthrie. Miss C. Moore, of the School for Teachers, was elected Vice-President, and Miss D. Davidson, Secretary-Treasurer. The following girls were chosen to represent their sections:

SCHOOL FOR TEACHERS.

Section A.....Miss Giles.
Section B.....Miss McOuat.
Section C.....Miss Watson.
Section D.....Miss Johnson.

HOUSEHOLD SCIENCE.

Section B.....Miss Ellis.
Section C.....Miss McGregor

TENNIS.

Much interest has been shown by the girls in tennis this year. We played our annual tournament with the Royal Victoria College on Saturday, October 16th, in Montreal. Although Macdonald was not victorious, our girls gave the McGill girls a good hard fight for victory. So with another week's practice, we hope to be the winners next Saturday, when R. V. C. will play a return match at Macdonald. The girls

who took part in the tournament on Saturday were:

Miss M. McColl.....	Singles
Miss M. Bowie.....	Singles
Miss G. Ohmstead.....	Singles
Miss D. Nolan (Manager)	Doubles
Miss D. Longworth.....	
Miss S. McGregor.....	Doubles
Miss M. Dawson.....	

BASKET-BALL.

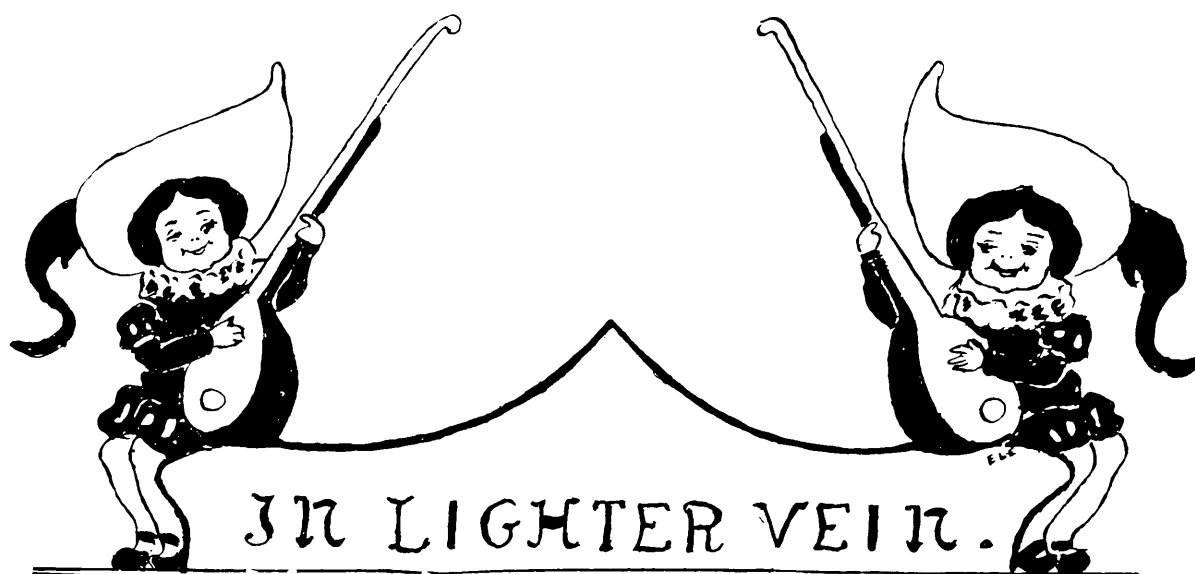
The outlook for the basket-ball season seems to be a promising one for the girls of Macdonald this year, and we have great expectations of winning that cup. Among the girls who have played on city teams are:—D. Nolan and D. Davidson (W.H.S.), Carrie Moore (M.H.S.), G. Donnelly, D. Harris, D. Rashback and D. Lavers of the C.T.H. And among the Science girls we have M. Sweeney, M. Dawson, S. McGregor, P. Anderson and a number of other promising players.

SWIMMING.

This year Miss Richmond and Miss Wren have organized a "Life Saving" class which has been very popular among the girls. Instructions have been given the girls in the different methods of life-saving. The girls have certainly appreciated the class, also the help and interest of Miss Richmond and Miss Wren.

M. M. G.





Teacher: "If a duck standing on one leg weighs three pounds, what will it weigh if it stands on two legs?"

Pupil: "Six pounds."

o o o

Professor, who was rather a sport, (to pupil who wished to curry favour with the professor):—"You don't seem to know your work!"

Pupil: "Well, you see, sir, I have been duck shooting lately and I confess my work has been neglected."

Professor: "Well, I'll give you a duck, see if you can shoot it."

o o o

Policeman to Irish car-driver: "Pat, your name's obliterated." (Pointing to car where owner's name should be.)

Irish car-driver: "It's not. It's Donnelly."

o o o

Teacher (to small Elementary class):

"Seven, take away six.

"Nine, take away five.

"Eight, take away four.

"Write these on your scribbles and I will go around." On approaching one little girl the teacher noticed the figures after the subtraction sign rubbed out and the little one explained, "You said, 'take away,' so I took them away."

Teacher: "Have you all got the French Grammar?"

Tardy Pupil: "I have not got it yet."

Teacher: "Why?"

T. P.: "Because when I went to the book-store it was crowded out, and I did not like to wait so long."

Teacher: "What would you do, if all the class did the same as you?"

T. P.: "Well, I guess, then, there would have been room for me and I would have got it."

o o o

Pat. (to English visitors to Dublin): "Well, now that you have seen Dublin, gentlemen, what do you think of it?"

Eng. Visitors: "Oh! not much, since we came we've seen more rain and Roman Catholics than anything else."

Pat: "Well, you'll possibly find yourself some day where there will be neither rain nor Roman Catholics."

o o o

Foolish question No. 987,789:

Barber at Ste. Annes, to gentleman with scalp lock removed: "Is this your first year at the college?"

o o o

She: "I guess we're all right, we're right in the light."

He: "So we are. Let's turn it out."

A PROBLEM IN MATHEMATICS.

Mr. Jull: "What is the remarkable feature about the 'Dorking fowl?' "

Lyster: "It has an extra toe."

Mr. Jull: "Correct. Mr. McOuat, how many toes has the Dorking?"

McO. (after deep thought): "Five."

Mr. Jull: "Then, Mr. Hay, how many toes has the normal fowl?"

Hay (slowly after much consideration) "Four."

o o o

We do not know what kind of surveyors the McGill bunch are that were out here but it is said they were very thorough with the job of surveying the girls' tennis court.

o o o

Personification of student labor trying to keep wagon from backing down hill: "Hey, give me a block of wood."

Driver: "Why not use your head?"

o o o

Bunny E.: "There's a new rule this year that the girls can't come down to the reception room unless they have callers."

Ashley N. (absent-mindedly): "Did you say collars on?"

o o o

A short course Science student, shortly after arriving, looked on the wall of the dormitory and spying a picture of a soldier, said: "Oh! I know that R. M. C. Cadet. Isn't it Mr. —?"

"No, it is King Albert of Belgium," came the answer.

o o o

PUZZLE: We should like to know why the rooster crows from the girls' building about eight o'clock in the evening. Who is specializing in poultry?

o o o

Mr. Hammond: "Does Hodge always yawn in Chemistry?"

Gent in class: "Oh, yes, but he sleeps sound in other lectures, sir."

THE SHORT COURSE SCIENCE INITIATION.

It was at dawn of day,
About 6 A.M., we'll say,
When the awful deed was done.
There was a rush of feet,
Many a wild leap,
And the terrible battle was on,—
"Rush at the beds,"
Was the enemy's command;
And on they came the mighty band
And soon we all were lying on the floor.
We hadn't a chance—that was seen to
[before.

"Get into your clothes
As fast as you can,
As you've just seven minutes,"
Was the next command.
So with many a groan,
Mixed with muttered threats,
Into our clothes we twenty leapt!
Then into the hall we were told to go.
"Forward march!" said the cruel foe.
Far out into the stilly dawn
We looked, and shivered, and shook, and
[yawned.

But through it all we uttered no sound.
Then we walked and walked,
I'm sure, a mile,
Showing a big, broad, sleepy smile;
For although the enemy had the greater
[number,
They were much sooner awakened from
[slumber.
And having so early to get out of bed,
We could see by now they were nearly
[dead.

Then from out a weary throat
Came a hoarse little shout
For the "Short Course" to "Face
[right about."
So past McGill Camp and homeward we
[wended.
With three cheers for the "Short Course"
The Battle was ended.

M. B., S.Sc., '16.

SOME BARN, EH!

Black called Brown to task for his habit of exaggeration.

"Well," said Brown, "the next time you hear me stretching it just press my foot, will you? I'll modify the yarn to suit you."

Half an hour later they were discussing the subject of barn-building with a group of farmers.

"My father," began Brown, "owned the biggest barn for hundreds of miles around. It was fifteen hundred feet long, eight hundred feet wide and . . ." (Just then his foot was pressed warningly) "—and a foot high!"

Ole was on the witness stand, and the lawyer for the prosecution was at his wits' end to get anything out of him.

"How big was the rock with which the defendant struck the plaintiff?" he asked Ole.

"It bane purty big," said Ole.

"Was it as big as my fist?"

"It bane bigger."

"Was it as big as my two fists?"

"It bane bigger."

"Was it as big as my head?"

"Waal, it bane about as long but not quite so thick."

AT THE RECEPTION.

During contest for names a young lady was approached by a short but very dignified gentleman.

Gent: "May I have your name on my paper?"

Lady: "Certainly." (After writing name on paper): "I guess you won't be able to read it, it's so jumbled up."

Gent (after peering intently at paper and then at young lady): "What's a name when you see the face?"

o o o

Fat (Lyster) in Teacher's Course: "By Gee, Solomon's bees couldn't tell my pansy from a real one."

o o o

Miss M.—: "Hoops are coming in again; I know some one who wore them the other day."

Miss C.—: "Why, she must have rolled along."

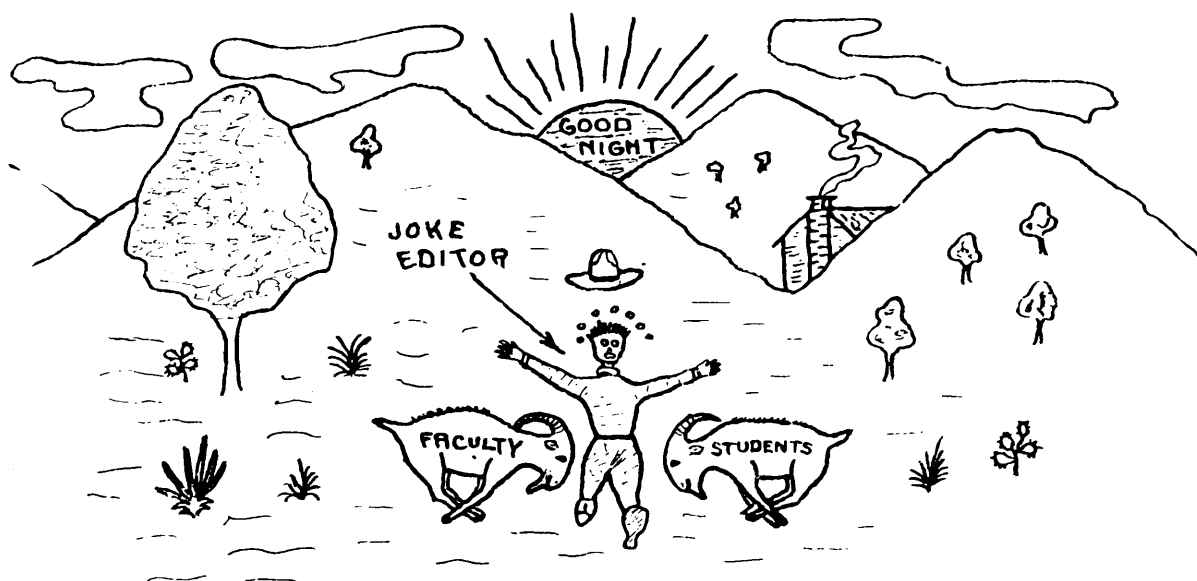
o o o

An American was mentioning some of his most famous countrymen to an English friend, and among them spoke of Henry Ford.

"What did he do?" asked the bloke.

"Henry Ford!" exclaimed the Yankee.

"Why, he is the man who made walking a pleasure."



THE~END.